

**TEACHERS' ATTITUDES TOWARDS THE INTEGRATION OF CHILDREN
WITH SPECIAL EDUCATIONAL NEEDS IN ORDINARY SCHOOLS-
A CROSS - CULTURAL STUDY**

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I certify that this thesis has been composed by myself and is my own work.

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ABSTRACT

This thesis examines the attitudes of teachers from two quite different educational contexts (i.e. that of Scotland and that of Greece) towards the integration of children with special educational needs (SENs) in ordinary schools in order to identify factors which may influence those attitudes. For the purpose of this study quantitative and qualitative data were gathered. A questionnaire was distributed to a sample of Scottish and Greek teachers, and in addition, ten case studies (five in Scotland and five in Greece) were conducted.

From the analysis of the data, quantitative and qualitative, it appeared that Scottish teachers were slightly more positive than Greek teachers were in their attitude towards the idea of integration. Moreover, both Scottish and Greek teachers appeared to recognize that such policy can have social advantages for children with SENs, while they doubted the extent to which these children can benefit academically from their integration.

The following factors appeared to influence Scottish and Greek teachers' attitudes towards integration:

- the nature and quality of initial and in-service training;
- the support which is provided to teachers in terms of advice, support staff and appropriate material;
- class size; and
- the degree and type of disability.

In addition to the above factors, Greek teachers' attitudes were influenced by the following conditions:

- the conceptualization of special educational needs;
- the centrally administered curriculum;
- the whole-class method of instruction which is currently followed by the Greek teachers; and
- the lack of the appropriate educational environment and material.

Recommendations are made which might lead to more positive attitudes towards integration and for the successful implementation of that policy in both countries and particularly in Greece. Since Scotland has developed the policy of integration much earlier than Greece, it was considered that the latter could learn a great deal from the experience of the former.

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CHAPTER ONE

SCOTLAND AND GREECE: TWO DIFFERENT EDUCATIONAL CONTEXTS

This introductory section of the thesis describes the purpose of the present study, sets its context, and presents the research questions. Finally, the structure of the thesis is presented.

The main purpose of the present study is to examine the attitudes of primary classroom teachers towards integration of children with special educational needs (SENs) in ordinary schools in two different contexts: Scottish and Greek. Scotland and Greece each have a quite different tradition in integrating children with special educational needs. More specifically, the Scottish educational system presents a tradition of identifying and meeting special educational needs, while in Greece it is only very recently that efforts for identifying and meeting special educational needs have begun to be made, and guide-lines concerning such integration have been given to teachers. (In the following sections, the two educational contexts are described, and reference is made to the legislation and history of meeting special educational needs.)

Since the implementation of the policy of integration is in its first stages in Greece, it is believed that Greece can benefit from the experience of other countries which have adopted such a policy much earlier. In other words, it is hoped that with this study the opportunity would be given to the Greek educational system to learn about identification of and meeting special educational needs from a more developed educational system, i.e. that of Scotland .

Moreover, since the Scottish and Greek educational systems present significant differences in their characteristics and they are in different stages of progress concerning integration of children with special educational needs in ordinary schools, the examination of the way that the two different contexts influence teachers' attitudes and the implementation of this educational policy was an interesting topic for investigation, making it one of the aims of the present study. To that end the observation of educational practice was considered necessary. It was also hoped that through that observation inferences could be made about an appropriate context for integration.

As Yin (1989, p.19) states, defining the research questions is probably the most important step to be taken in a research study. The main research questions which are to be answered by the present research study can be summarised as follows:

- What are the attitudes of Scottish and Greek teachers towards integration?
- Are there any differences in these attitudes, and if 'yes', why? How can these differences be explained taking into account that the contexts are different?
- Which factors seem to influence teachers' responses?

To answer the above questions the thesis is structured in six chapters.

- This first chapter introduces the reader to the two different educational contexts (i.e. the Scottish and the Greek).
- In the second chapter the literature review on the topic of teachers' attitudes towards integration will be presented. In addition, this chapter will show how the existing literature on the topic influenced this study.
- The third chapter describes the methodology of the research study. The rationale for the choice of certain research methods and the selection procedures are described.
- The fourth chapter is concerned with the quantitative data analysis. Reference is made to the procedure of the quantitative analysis and the rationale for the type of analysis methods which were used. Then, the main results are presented.
- The fifth chapter analyses the qualitative data gathered at the study. It presents a detailed description of 10 (5 from Scotland and 5 from Greece) case studies of children with SENs who are integrated in ordinary classrooms, and highlights interesting issues which arise from them.
- Finally, the sixth chapter reviews the present study and refers briefly to its purposes, methodology, strengths and limitations. The main issues which emerge from the quantitative and qualitative analysis are discussed and recommendations are made.

This first chapter (as it was mentioned above) is intended to set the context of the present research study. Since our study took place in two different educational systems, the description of these systems and the understanding of their differences can introduce the readers to the 'environment' of the present study.

This chapter begins with a section which provides general information about Scotland and Greece. Reference is made to the geographical features and the population of the two countries, and their political and administrative system is described.

Then the structure and operation of the Scottish and Greek educational system is described. In this section the focus is mainly on primary education, since the present study is concerned with primary teachers' attitudes towards integration of children with SENs in ordinary primary schools, and the implementation of such a policy in these schools.

Next, a brief description of the history of identification and treatment of special educational needs in Scotland and Greece provides the reader with information about the different background and progress of Scotland and Greece concerning that issue. Also, in this section reference is made to the legislation in Scotland and the guide-lines in Greece which refer to integration of children with SENs in ordinary schools.

Finally, other aspects of the two educational systems (i.e. the purpose of Education, school curriculum, teaching environment, teaching methods, school books and educational material, and teacher training) are examined, and their influence on the education of children with special educational needs is discussed.

1.1. General information about Scotland and Greece

Scotland

Scotland is a country of some 77,852 square kilometres including some 609 square miles of fresh water lochs. It forms the northern part of the island of Great Britain. It is bounded west and north by the Atlantic Ocean and on the east by the North Sea. It has some 790 islands ranging from large rocks to land several hundred square miles in area; 130 of them are inhabited.

According to data presented by the 1991 Preliminary Report for Scotland published by the Government Statistical Service, 4,957,289 people were enumerated as present in Scotland on the night of census. From the political and administrative aspect, Scotland may be said to

'lead a double life' (Scottish Office, 1974). On the one hand, it is an integral part of the United Kingdom, owing allegiance to the British Crown and governed by the British Parliament and Westminster. On the other hand, Scotland very much remains a nation within a nation, one with its own history and culture, and its own legal, ecclesiastical and educational systems. In other words, a great deal of administrative power rests in Scottish hands and is controlled and directed by the Scottish Office at St Andrew's House, whose brief covers every aspect of life in Scotland for which there is a distinctive Scottish need, code of law or tradition of administration.

Greece

Greece, on the other hand, is a small country with a long and rich history of about 5,000 years. It lies at the south eastern part of Europe and covers a total area of 131,957 sq. km. It has a particularly extensive coastline (15,021 km) and hundreds of islands, which are spread in the surrounding seas of the Aegean and Ionian. The total population of the country is more than 10,250,000 inhabitants (1991 census). The capital city, Athens, has more than 3,100,000 inhabitants, according to data from the Ministry of National Education (1992).

According to the Constitution, Greece's regime is a Presidential Parliamentary Republic. For administrative purposes the country is divided into 13 regions (peripheries) and into 53 departments called nomarchies. A nomarch, who is appointed by the Government, is at the head of every department. The administration of local affairs is carried out by local government bodies, the municipalities and communities, headed by the mayor and the president of the community respectively, who are elected by catholic and secret ballot, every four years. Both the United Kingdom and Greece are full members of the European Community (E.C.).

1.2. Structure and operation of the primary Scottish and Greek educational system

Scotland

Education in the United Kingdom is often spoken of as a 'national system, locally administered' (Booth, 1988). To understand the whole structure of the educational system in the United Kingdom, one must be aware that the United Kingdom is a parliamentary democracy and the government is normally formed by the political party able to win support from a majority of members elected to the House of Commons. The prime minister is normally the leader of the main party forming the government and is responsible for appointing the Cabinet, in which most major policy decisions are taken. The Secretary of

State for education and science, as the political representative of the Department of Education and Science (DES) is the cabinet minister responsible for education in England and for the university system throughout Great Britain (i.e. England, Wales and Scotland). The education services in Scotland, Wales and Northern Ireland are part of the responsibilities of the Secretaries of State for Scotland, Wales and Northern Ireland respectively. A large part of the day-to-day running of the system is in the hands of elected local education authorities (LEAs), which in Scotland are called 'education authorities'. These are responsible for employing teachers, building schools and purchasing books and equipment. Education authorities usually employ their own advisers or organisers to assist their schools and they provide teachers' centres where teachers meet for curriculum development work and in-service training. Her Majesty's Inspectors of schools (HMI) are responsible to the Secretary of State for the inspection of all schools. They investigate and report on all aspects of education in schools and make advice available to the schools and education authorities as well as the government.

Therefore, public sector education in Scotland is a partnership between central and local government. It is administered centrally by the Scottish Education Department and locally by education authorities. The Secretary of State for Scotland is a member of the U.K. Cabinet and is responsible to Parliament for central government policy on a wide range of issues, including the overall supervision and development of the education service through the Scottish Education Department. The Department controls the standard and cost of educational building, issues guidance in such matters as the curriculum and teaching methods, supports educational research through a number of agencies and, together with the General Teaching Council, oversees teacher training and supply (Elvin, 1981). Also, the twelve elected regional and islands councils in Scotland have a statutory duty to ensure that there is an adequate and efficient provision of school and further education in their areas, and for this purpose are known as education authorities. Like the local education authorities (LEAs) in England, education authorities in Scotland are responsible for the construction of buildings, the employment of teachers and other staff, and the provision of equipment and materials. Furthermore, until recently educational authorities had the responsibility for the curriculum taught in schools (for current developments regarding the curriculum see subsection 1.4.2. in this chapter).

As far as the financial part of the Scottish educational system is concerned, the central government provides substantial direct assistance for education authorities' expenditure through the rate support grant paid by the Scottish Development Department under the local Government (Scotland) Act 1966. This money, plus money from local rates, constitutes the

financial basis for local government responsibility for schools, most non-advanced further education, school meals and milk, the youth service and sport, and so on.

The Roman Catholic Church continues to play a part in the running of some primary (and secondary) schools. However, most of the finance for such schools is provided by the education authorities or central government and they are generally regarded as part of the publicly maintained sector. In addition, in the U.K. there is a private sector, consisting of schools run by private individuals, companies, or charitable trusts, which, according to Booth (1988), is not large: about 5 percent of children aged 5-16 are educated in private schools.

With reference to the correspondence of the grade levels of primary school education and the age of children, Scotland, like England and Wales, differs from most European countries in that compulsory education starts at age 5. Because of the early commencement of the ordinary education in the U.K., pre-school education has not been given a special priority. (As Zigos (1990) asserts, nursery school in the U.K. serves half of the infant population at the age of 2-4 years old.) In Scotland, children study for seven years in primary school (from the age of 5 until the age of 11/12), one year longer than in England and Wales. Sometimes the primary school is subdivided into infant (for children 5-7 years old) and junior (for children 7 - 11/12 years old).

The grouping of children in the classes of primary school is either horizontal or vertical. The term 'horizontal grouping' is used where the classes are grouped according to the ages of children. In classes of two years vertical grouping there are children whose age differs from that of other children by one year. These classes are called 'composite' classes.

The criterion for the promotion of children from class to class is their age rather than their attainment. According to data from the Scottish Abstract of Statistics (1990), during the school year 1989/90 there were 437,072 pupils studying in Scottish education authority primary schools and 22,186,100 primary teachers, i.e., the pupil/teacher ratio was 19.7. However, the average number of pupils per class was 24.5. As noted in the Statistical Bulletin which was published by the Scottish Office (June 1991, p. 2), 'the difference between the average number of pupils per class and the pupil /teacher ratios reflects the extent to which there are classes being taught by more than one teacher'. Also, according to data provided in the Scottish Abstract of Statistics (1990), in September 1990 there were 2,372 primary schools in Scotland. In the region where the sample of schools for the present study was drawn from, there were 230 schools in 1990. Moreover, according to guide-lines from the same region, the maximum number of children in a primary classroom should be 33 for 'one age' classes and 25 for composite classes.

Greece

Two major influences have dominated the development of the Greek educational system since 1930, when an independent Greek state was created:

- (a) the influence of the Greek Orthodox Church which introduced the concept that the Greek Orthodox faith was allied with the creation and growth of the state; and
- (b) the adoption, in 1934, of the Bavarian plan for a centrally dominated educational system.

Even now, the management of the Greek educational system is highly centralised. All decisions affecting school curricula, employment of teachers, and examinations stem from the Ministry of Education in Athens. Only recently, some attempt was made to create a more decentralised and democratic educational system in terms of an increase of the agents who take decisions about educational matters, and legislation was introduced in order to encourage liaison at the highest national level. According to the draft of Law of (5-2-85), the instrument of democratic programming at a national level is the National Council of Education which 'introduces to the Government matters of educational policy for all the levels of education' (number 48, paragraph 1 of the draft of Law). The president of that council is the Minister of Education, and, apart from the representatives of several ministries (Ministry of National Economy, Ministry of the Interior, Ministry of Health and Common Wealth etc.), representatives of all the parties of the Parliament, of local authorities, parents, students, teachers, labour and agricultural syndicalistic associations participate in that Council.

With reference to the financial aspect of the Greek educational system, the Greek Constitution (Article 16d) states:

All Greeks shall be entitled to free education in the state institutions, at all levels. The state shall support gifted students and those in need of assistance or special care.

The local authorities, which are subsidized by governmental credits, are responsible for the premises and resources of the schools. However, it seems that the amount of money which is available for the sector of Education in Greece is limited, since most of the Greek state schools lack the necessary equipment - as will become obvious from the qualitative data of this study -, unless the local authority has the financial strength and the disposition to provide a generous amount of money to the schools which belong to it. This is the only way for the local authority to contribute to educational matters (i.e. building schools and purchasing books and equipment).

In Greece, the nursery school provides pre-school education to children of 3 1/2 to 5 1/2 years old. It can last two years and it is not compulsory. Conversely, primary education is compulsory and lasts six years. According to article 4, paragraph 2 of the Law 1566/85, children who have reached the age of 5 1/2 years by the 1st October of the year of enrolment can be enrolled at primary one. The Greek primary education is provided in six independent-successive classes. The only way of grouping children in the classes of Greek primary schools is the horizontal way, i.e. grouping according to age. Also, it is normal for children to progress upwards through the grades (classes) without being kept back for a year. In other words, like the policy in the United Kingdom, the criterion for the promotion of children from class to class is their age rather than their attainment. Moreover, according to data from the Ministry of National Education and Religion (1992, p.157), there are 8,069 primary schools in Greece where 819,142 pupils study and 39,878 teachers are employed (i.e. the pupil/teacher ratio is 20.5). However, according to data presented by the Council of Europe (1989, p.130), the Greek primary schools vary from being single-teacher schools to establishments with up to 15 teachers, based on an average of 30 pupils per teacher. According to the Law 1566 (article 4, paragraph 6) the number of pupils in every classroom should be 25-30.

As far as the administration of primary schools and the guidance of the primary teachers are concerned, until 1982 the administration, the scientific guidance and the pedagogic supervision of primary schools were under the responsibility of the 'school inspector'. With the Law 1304/1982 the institution of inspector was abolished and that of 'school adviser' was introduced. The administration of schools is now the responsibility of 'proistamenos' (Council of Europe, 1989) of the schools of one area, while the school adviser has undertaken the duty of giving advice to teachers in different educational matters regarding curriculum, teaching methods, pedagogy, etc. (see reference to support services in Greece in next section).

1.3. History of treatment of special educational needs in Scotland and Greece - legislation and guide-lines

Scotland

Few areas of education in the United Kingdom have seen as many major developments over the last 20 years as special needs, as Wedell (1990) states.

In Scotland provision for children requiring special help with their education dates back to the setting up, by voluntary and private bodies, of such institutions as the Asylum for the Industrious Blind in Edinburgh in 1773, Donaldson's Hospital (now school) for the Deaf in

Edinburgh in 1850, and establishments for the education of 'imbeciles' and 'defectives' at Dundee and Edinburgh in the middle of the nineteenth century. The education provided at that time was largely limited to vocational training in manual skills for future employment. It is also interesting to note that two years after the Education (Scotland) Act 1872, which established a national system of public elementary education and made education compulsory between 5 and 13, fifty blind children were known to have been receiving instruction in ordinary classes at Scottish schools - over a hundred years before the Warnock committee recommended an integrationalist approach to special schooling!

In the beginning of the twentieth century the first major attempt to introduce some sort of special provision into the public education system came with the Act of 1906 covering special schooling for blind and deaf children. The later Act of 1906 allowed School Boards to establish special schools or classes for the education of 'defective' children between the ages of 5 and 16. Under the Act of 1913, school boards had to 'ascertain' which children in their area were mentally 'defective', children being put into institutional care only if they were not considered sufficiently capable to benefit from special schooling. With the Education (Scotland) Act of 1945 education authorities, as part of their general duty to provide education according to age, ability and aptitude, had to ascertain which children in their area who had reached the age of five had a disability of 'mind or body' requiring 'special educational treatment' at school (including occupational centres) and which of them were too handicapped to be suitable for education at school at all. To achieve this, authorities could require parents to submit their child for a medical examination (extended to a psychological examination after 1969 with the Education (Scotland) Act 1969). Parents of children who had reached the age of two could also ask for an examination as well. Authorities were allowed (and after 1969, required) to set up child guidance services, now renamed 'psychological services', to advise teachers and parents (and from 1969 social work departments) about the education of children in difficulties and, if necessary, to provide special educational treatment. Authorities were also under an obligation to make known the educational importance of 'early ascertainment' of children with disabilities and opportunities for these children to be examined.

The Education (Scotland) Act 1969 did away with the concept of 'special educational treatment', with its medical overtones and notion of fixed 'disability of mind and body', in favour of a new one, 'special education', defined as:

education by special means appropriate to the requirements of pupils whose physical, intellectual, constitutional or social development cannot in the opinion of the education authority be adequately promoted by ordinary methods of education.

The above Act was a very important advance because made it clear that the ascertainment was not a medical matter only, but also involved psychological, educational and other reports as well, including, if possible, the views of the child's parents and teacher(s). Implicit in this Act is the recognition that SENs can not only be interpreted by factors within the child, but the influence of the family and the educational environment must also be considered.

The idea of integration of children with SENs in ordinary schools was introduced in 1955 with a Scottish Education Department circular in which it was made clear that the 'special educational treatment' of the various difficulties children had was not officially regarded as requiring a large scale system of separate 'special schools' for children with a disability or handicap. As stated in SED Circular 300, 1955 (para 4),

...as medical knowledge increases and as general school conditions improve it should be possible for an increasing proportion of pupils who require special educational treatment to be educated along with their contemporaries in ordinary schools. Special educational treatment should indeed be regarded simply as a well-defined arrangement within the ordinary educational system to provide for the handicapped child the individual attention that he particularly needs.

Then, under an Act of 1974, care of severely and profoundly mentally handicapped children of school age was taken over by education authorities. However, in spite of these developments, ascertainment came to be associated with children suffering from severe disabilities and handicaps and with attendance at a special school.

In addition, in the middle of the twentieth century, the Scottish educational system began paying attention to the

much larger group of children who give cause of concern in mainstream education...children who though not mentally retarded or physically handicapped, fail to make normal developmental progress with others of their age group

(Campion, 1985, p.1).

In the Primary Schools in Scotland (HMSO 1950) the attention of the administrators was drawn to the need for provision for 'retarded children' (defined as children who were temporarily unable to make progress) and 'backward' children (defined as children of limited intelligence who required special attention in the basic subjects, if their whole development was not to suffer) who studied in ordinary classrooms. Special training was recommended for their teachers, and schools were advised to keep careful records of the progress of such pupils and maintain close liaison with their parents and home backgrounds. Where staffing and accommodation made it possible, separate tutorial classes were recommended, but in small schools and schools where the problem was less acute a teacher might be appointed to coach small groups from ordinary classes for short periods each day. Thus, a pattern for the

provision of remedial education was suggested and it was to last for two decades. The Schools (Scotland) Code 1956 stated that there should be no more than 25 pupils in a separate class for 'backward or retarded' pupils, and special classes for these pupils were provided in the new buildings of the period which followed. The pupils who formed the 'remedial classes' (as they came to be called) were withdrawn from their ordinary classes in the belief that a 'fault' existed which could be put right in time.

However, the Primary Memorandum of 1965 (Primary Education in Scotland, HMSO, 1965) clearly preferred such pupils to remain in their own classes to be taught along with their age group by skilled class teachers. At the same time, it recognised the advantages of withdrawing them from classes with a wide range of ability 'at set periods for tutorial work in the basic subjects', if a suitable teacher was available.

According to a survey for pupils with learning difficulties in Scotland (HMSO 1978), at the time of the survey just over the half of the schools had remedial teachers on their staff. In these schools pupils with learning difficulties were withdrawn from their classrooms, individually or in small groups, usually for periods of about half an hour each day, and were taken by the remedial teacher. In other schools where withdrawal was employed, the pupils were taken by a member of the promoted staff. Withdrawal normally began at stage of primary three and continued until primary five stage although, if staffing allowed, it might continue until primary seven stage. The decision to continue special tuition or not was generally reached through consultation between the remedial and the class teacher, and depended largely on measured progress in reading, tested in terms of decoding skills and a judgment whether the pupil was ready to cope with ordinary class work.

Another very important step in the history of SENs in Britain was the fact that in 1974, the government appointed a committee of enquiry, chaired by Mary Warnock, to report on the education of handicapped children and young people, since problems arose because there was not always any obvious link between a particular handicap and the sort of education a child required. In addition, within the area of mental handicap there was growing dissatisfaction with what counted as mild, moderate or severe learning difficulties, given the importance of other factors (e.g. support from home, support services, type of curriculum etc.) in influencing a child's progress at school (Scottish Consumer Council, 1989).

The Warnock Report (Department of Education and Science, 1978) reflected much of the educational thinking which had been developed in the previous twenty years with respect to SENs and made a number of important recommendations which altered the way of thinking about SENs and which resulted in certain changes in the law. First, this report coined the term 'special educational need' to refer to a range of difficulties going beyond the old

categories of handicap, which the report said should be abolished. Moreover, it supported the move towards integration suggesting that children and young people with special needs should be educated in ordinary schools as far as possible.

These recommendations were generally welcomed and a number of them were incorporated into legislation, i.e. the Education Act 1981 and the Education (Scotland) Act 1981. The philosophical objectives of the Education (Scotland) Act 1981 may be regarded as being threefold, as they are stressed by Thomson et al. (1989, p.2):

- (a) to minimise the distinction in education between children with handicaps and others.
This was achieved by the introduction of the term 'special educational needs', defined as 'needs caused by a learning difficulty which calls for provision for SENs to be made for the child' (see also glossary for more extensive definition of SENs);
- (b) to replace a system based on statutory handicap by individual profiles of need, introducing the Record of Needs as a formal statement of a child's SENs; and
- (c) to increase parental participation in decision making concerning the child's assessment and recording.

In that Act, as Thomson et al. (1990) commented, although it was not stated explicitly that, if at all possible, children should be educated in mainstream, it was envisaged that the extension of parental rights on placing requests would result in more pupils with SENs being placed in mainstream schools in Scotland.

However, the project 'Children With Special Needs: Policy and Provision' (Thomson et al., 1989), which was set up in 1985 and ran for four years and examined the impact of the Education (Scotland) Act 1981 throughout Scotland in terms of its objectives, showed that some problems appeared during the implementation of that Act, the most important of which related to multi-disciplinary assessment, team meetings, and to parents' involvement in the assessment of their children's special educational needs.

Finally, it should be mentioned that in Britain educational psychologists have played a very important role in the identification of SENs for over twenty years. According to data from the Council of Europe (1989, p.247), in Scotland there are 180 psychologists employed by the education authorities. Their duties 'vary widely', but in many cases include the assessment of individual pupils, working with teachers in devising learning programmes, participating in in-service training for teachers and providing guidance and support to children and their parents. The rest of the support services in Scotland vary among the different education authorities. The support service which existed in every school of the education authority from where the sample of the present study was drawn was the 'learning support teachers'. The description

of the work of these teachers will take place through the quantitative and qualitative analysis of the data of the present study.

Greece

According to data from the Ministry of National Education and Religion (1992), the systematic development of the field of special education of children with special educational needs in Greece started in 1970s under the responsibility of the Ministry of Education. In the years before the 1970s there were some foundations of the Ministry of Social Affairs or of charity organizations providing a kind of special education and medical-social help and protection of the disabled.

In the beginning of the '70s, when the Ministry of National Education and Religion began to undertake its responsibility for the education of children with special needs, the in-service education of teachers in special education was introduced in a programme of a two years' course (full-time). This course was attended in the beginning by 30 teachers and later by 60 teachers every year. At that time some state elementary special schools were also established - mainly in the same location with the Teacher Training Colleges (Pedagogical Academies) -, and in 1976 the Department of Special Education in the Ministry of Education was created and, after some time, the first two inspectors of special education were appointed.

In March 1981 the first Law (1143/81) for the formation of the sector of special education in the Greek educational system was voted unanimously by the Greek Parliament. That was a significant, 'historical step' (Nicodemos, 1988), because it established special education in the Greek education system and forced the Government to undertake its duties towards its citizens with SENs. In 1985, this Law was expanded and incorporated in the Law 1566/85. According to the latter Law (article 32, par.1),

People with special needs are people who due to physical, psychological or social reasons present delays, disabilities or disorders in their general psycho-physical situation or in their particular function and in such a degree that attendance in general or vocational education, their integration in the productive procedure and their mutual acceptance in their society are seriously hindered.

It is worth noting that in the above definition the environment (i.e. social reasons) is recognized as a factor which can generate special needs, but it is not considered as the element which can influence or meet people's existing special needs.

According to the same Law (article 32. par.3,4) the special education of these people is provided free of charge by the State in state schools. The type of the schools depends on the kind and the degree of SENs of every person, and can take place:

- in ordinary schools;
- in special classes which are established in ordinary schools;
- in autonomous special schools;
- in special schools which constitute part of neuro-psychiatric, orthopedic and other hospitals and clinics or "medico-pedagogical centres" etc.

However, except for that part of the Law which refers to the possibility of educating pupils with SENs in ordinary schools or in special classes which are established in ordinary schools, nowhere else in this Law is reference made to the idea of the integration of these pupils in ordinary schools. In other words, no intention of change of the ordinary school to cater for special needs is expressed, and the idea of offering provision in segregated settings prevails.

The idea of integration of children with SENs can only be found in circulars published by the Ministry of National Education and Religion since 1983.

In circular C6/143 (12.4.1983) the social advantages of integration were stressed in the following words:

Children with special educational needs who are integrated in ordinary classes are usually in the best environment which can give them the opportunity to develop their intellectual and physical potential, to the extent that it is possible, and will contribute to their successful socialization. The main characteristics of such socialization will be, on the one hand, the social adaptation of these children, and on the other hand, their acceptance by their class mates and, generally the society.

The above extract presents the idea and policy of integration as a social imperative and stresses the social benefits to children with SENs from such a policy. However, the recommendations made by the Ministry of National Education and Religion concerning the teaching methods which should be followed by teachers for teaching those children successfully are theoretical and abstract rather than practical. For example, in the same circular it is stressed that these pupils should be assessed by their teachers with leniency, love and understanding, and affection should be shown not only towards them but towards their parents as well.

Moreover, the circular C6/399 (1.10.1984) is referred to the establishment of special classes in some ordinary schools as a response to the need of meeting the special educational needs of children who study in ordinary schools. Reference to the recommendations of that circular concerning the conditions for the establishment of a special class in an ordinary school will be made later. Here, it is worth noting that, according to that circular, children with severe disabilities require careful medico-pedagogic diagnosis and they should study in special schools, where possible. However, the same circular adds that:

Otherwise, because no decree prevents these children from studying in ordinary schools, they should be treated with love and understanding, and, if possible, individually by the teachers of the ordinary or special classes, where such teachers are employed. This way of behaviour towards these children is in agreement with the contemporary psycho-educational and social imperatives for school integration and mutual acceptance between special and other children.

(Ministry of National Education and Religion, 1988, p.81)

In other words, in Greece the parents of children with 'severe' SENs have the right to demand that their children remain in ordinary schools. However, it seems from the above extract that no extra provision will be made for these children in the ordinary classroom except for individualized teaching which may be offered to them, 'if possible', by their teachers. However, taken into account that a classroom teacher in Greece

- has to follow a centrally administered curriculum and whole-class teaching methods; and
 - may not have received the appropriate training for teaching children with SENs individually,
- it seems that individualized teaching in Greek ordinary classrooms might be 'impossible'. Therefore, children with SENs may benefit only socially, if they have a caring teacher who shows them 'love' and 'understanding'.

In circular C6/636 (27.11.1986) the Minister of Education stressed the principle that

Children who need special education should receive it to a greater extent and in a more systematic way in ordinary classrooms or in ordinary schools, and only in exceptional and severe cases in special schools .

In that circular, the change of pupils', teachers', head teachers' and parents' attitudes was considered one key to success in those efforts. In addition, it was stressed that teachers are obliged to teach all the pupils who are in their classroom.

The same rationale was also presented in circular C6/344 (6.11.1991) where teachers are invited to show in practice their sensitivity as well as their educational and teaching skills towards all pupils, especially those who have special educational needs.

Thus, from a reading of the above circulars it can be realised that the idea of integration is presented and teachers are expected to teach children with SENs using their teaching skills and showing them understanding, love and leniency. However, no practical ways of teaching children with SENs are suggested and nothing is mentioned about teachers' support, in terms of support services, advice and appropriate material. It seems that the only support service which exists in Greece for assisting classroom teachers to teach children with SENs who are integrated in their classrooms is the special classes, which are established in some ordinary schools and 'constitute the basic key for the implementation of the school and social integration of pupils with SENs' (Nicodemos, 1988, p.13).

The institution of special classes was introduced by the circulars C6/143 (12.4.1983) and C6/399 (1.10.1984). According to the latter circular,

the special classes are established in ordinary schools and accept a small number of students from the ordinary classes because these pupils have special difficulties in learning and need special care and support, in order to overcome them, without being removed from the student society in which they belong.

As the above circular also states, these pupils study in the special class of the school for part of the syllabus, depending on the learning difficulties which are presented by every pupil, i.e. a pupil may attend the special class for the language lesson for some hours per day or per week, for a small or extended period (it may last the whole school year), until his/her difficulties are overcome, while for the rest of the day he/she attends the other lessons in the ordinary classroom. Children may attend more lessons in the special classroom as long as it is necessary for meeting their SENs.

The establishment of special classes in ordinary schools is validated by presidential decree, after the proposal of the responsible administrators and the agreement of the responsible school adviser of special education. According to Circular C6/399 (1.10.84), this proposal requires:-

- (a) ascertaining that in a certain school or/and in other neighbouring schools there are children who have particular learning difficulties, according to the opinion of the teachers, the school adviser of special education, and the medico-pedagogical service;
- (b) the existence of an appropriate classroom for the establishment of the special class; and
- (c) the existence of a teacher who had in-service training in special education, or, in special cases, the existence of 'a generally competent teacher', who can teach the children of the special class.

It should also be noted that all the teachers who teach in units of special education receive a very significant allowance for unfavourable conditions of work (Nicodemos, 1988).

For the supervision and guidance of the teachers of special education, school advisers of special education are appointed. According to the circular C6/399 (1.10.84),

the school advisers of special education are responsible for the right guidance of teachers who teach at the special classes..., they attend the application of special curricula, they co-operate closely on issues of special education with the rest of the school advisers and the supervisors of the Departments and the Offices of Education, and are responsible for informing in an appropriate way the teachers, the parents, the administrators in local government and the wider society.

In 1988, according to Nicodemos (1988), there were only 8 school advisers of special education who were responsible for the supervision and guidance of the teachers who worked in special classrooms and special schools. It is obvious that such a small number of school advisers is insufficient for the appropriate guidance of teachers who teach in units of special education.

Nevertheless, it must be recognised that in recent years a significant increase of school units of special education and, especially, of special classes which have been established in ordinary schools has taken place in Greece, as shown in table 1.1 which has been composed according to data which have been published by the Ministry of National Education and Religion (1992, p.15).

School Year	Special classes in ordinary schools	Posts of school advisers of Special Education
1983-84	7	8
1984-85	25	8
1985-86	105	8
1986-87	141	8
1987-88	221	8
1988-89	285	16
1989-90	368	16
1990-91	460	16 (11)*
1991-92	520	16 (10)*

TABLE 1.1.: Special classes established in ordinary schools, and posts of school advisers of special education in Greece the last years.

* covered posts

The issue of selection of pupils with SENs who are integrated in ordinary schools and are going to attend special classes is also of interest. According to the Circular C6/399 (1.10.84), the selection of pupils with SENs should aim to create 'homogeneous' special classes, to the extent where this is possible. In every case such an arrangement will take place under the responsibility of the teachers and the head teacher in the beginning, and always with the agreement of the school adviser. As Nicodemos (1992, p.162) states, particular learning difficulties are mainly identified by the classroom teachers in co-operation with the parents. In this case, the role of the school adviser of special education is significant. When the disability is more prominent and severe, the assessment should be done in a medico-pedagogical centre or in a regional diagnostic unit.

It is interesting to note that, according to data from a research study reported by Nicodemos and Papatheofilou (1990), in the academic year 1986-87 only 8 per cent of pupils who attended special classes in ordinary schools had been assessed by a medico-pedagogical centre. The rest had been identified mainly by their teachers (64%) or by their teachers in co-operation with the school advisers (23%), as shown in table 1.2.

Way of identification of children with SENs for attendance of special classes	N	%
Co-operation of teachers	1387	64
Co-operation between the classroom teacher and the school adviser	491	23
Diagnosis by a medico-pedagogical centre	165	8
Parents' initiative	120	5
Total	2163	100

TABLE 1.2.: Way of selection of children who were going to attend special classes which are established in ordinary schools in the academic year 1986-87 (in Nicodemos & Papatheofilou, 1990).

Therefore it is obvious that Greek classroom teachers hold the primary and in many cases sole responsibility for all aspects of education, including identification and treatment of all types of student problems, although they have not received the appropriate training for doing so.

No school psychologists have been employed by the State for children with special educational needs who are integrated in ordinary schools. In 1987 the establishment in special schools of a small number of posts of psychologists and other support services (i.e., social workers, speech therapists, physiotherapists and caretakers) was announced by the circular C6/247 (6.5.1987). However, these support services seem to serve only the needs of children of special schools. With reference to the educational psychologists, in Greece, Nikolopoulou and Oakland (1990) found in their study that these psychologists' training varies considerably, and their preparation is not usually in school psychology. This happens because school psychology preparation programmes do not exist in Greece. Moreover, according to the same researchers, teachers often resent psychologists, perhaps because of their misperceptions about the school psychologist's role. According to the findings of the above study, the few private schools that employ psychologists typically limit their role to direct service to children and parents; consultation with teachers is virtually non-existent.

Moreover, the assessment of children with SENs by the school psychologists is problematic, since the assessment instruments which are used by the educational psychologists in Greece, with the exception of two Greek instruments (i.e. Georgas Intelligence Test, and Georgas-Mihou Test in Arithmetic), are foreign tests translated into Greek without standardization (Nikolopoulou & Oakland, 1990). Even in organised medico-pedagogical centres - there are 30 such centres and about 30 moving regional diagnostic units all over the country, according to data from the Ministry of National Education (1992) - the required medico-educational reports are not filled in properly, and in some cases all the relevant information is not provided to the school of the child with SENs, because of lack of confidence and, sometimes, 'because of a latent competition between medical-psychological and educational services' (Nicodemos 1988, p.21,22).

The creation of special curricula for pupils with SENs in Greece is also problematic (see subsection 1.4.2. in the present chapter).

Summary of history of SENs in Scotland and Greece

The following table is intended to summarise the main steps in the history of SENs in Scotland and Greece in a comparative basis.

Action	Scotland	Greece
Provision for pupils with SENs in state special schools	since 1906	<ul style="list-style-type: none">• since 1970s (unofficially)• since 1981 (by Law)
Establishment of special classes in ordinary schools	since 1950 (‘remedial education’)	since 1983-84
Identification and assessment of SENs	<ul style="list-style-type: none">• 1945 ‘ascertainment’ by education authorities (only medical examination)• since 1969 assessment by ‘child guidance’ services (now ‘psychological services’)	identification and assessment <ul style="list-style-type: none">• by classroom teachers in ordinary schools;• by medico-pedagogical services for prominent-severe cases
Employment of psychologists	since 1969	since 1985 (50 posts were announced only for the units of special education)

Table 1.3.: Main steps in the history of treatment of SENs in Scotland and Greece.

Moreover, a difference in the conceptualization of SENs emerges from the history of SENs in Scotland and Greece. From some Scottish Education Acts it appears that special educational needs in Scotland are also attributed to the existing environment, which does not make the appropriate provision, while in Greece the ordinary educational environment is taken for granted and the SENs are viewed as being only within the pupil. This is also supported by the fact that every kind of extra provision in Greece is given in segregated ‘special’ places (i.e. special schools, special classes in ordinary schools), while in Scotland extra support can also be provided in ordinary classrooms. In addition, in Greece the categorisation of handicap still prevails, since there are school units of special education for different categories of disabled pupils, according to data from the Ministry of Education (Nicodemos, 1992, p.17).

Consequently, from the above history of meeting SENs it appears that the Scottish education system is more developed in viewing and meeting SENs, and integrating pupils with SENs in ordinary schools, while in Greece 'it does not appear that integration is yet far enough advanced' (Daunt, 1991, p.122).

1.4. Other aspects of the educational system and their influence on the education of children with SENs

1.4.1. The purpose of Education

Scotland

Booth (1988) states that, because of the decentralized character of the British educational system and the long tradition of non-interference by central government in most aspects of education, authoritative government statements on the expected roles of the school are quite rare. However, in a government consultative document issued in 1977 (in Booth, 1988) the following aims for schools were proposed:

- (a) to help children to develop lively, enquiring minds; giving them the ability to question and to argue rationally, and to apply themselves to tasks;
- (b) to instil respect for moral values for other people and for oneself, and tolerance of other races, religions and ways of life;
- (c) to help children understand the world in which we live, and the interdependence of nations;
- (d) to help children to use language effectively and imaginatively in reading, writing and speaking;
- (e) to help children to appreciate how the nation earns and maintains its standard of living and properly to esteem the essential role of industry and commerce in this process;
- (f) to provide a basis of mathematical, scientific and technical knowledge, enabling boys and girls to learn the essential skills needed in a fast-changing world of work;
- (g) to teach children about human achievement and aspiration in the arts and sciences, in religion and in the search for a more just social order; and
- (h) to encourage and foster the development of the children whose social or environmental disadvantages cripple their capacity to learn, if necessary by making additional resources available to them.

Judging from the above list of educational aims, the British educational system appears to be child-centred, and related to real life. As Thomson (1983) concludes after the review of the legislation and provision for the mentally handicapped child in Scotland since 1906, 'Scottish education has long been characterised by its concentration on the worth of the individual'.

Obviously, such a system which views children as individuals is more likely to identify and meet children's individual educational needs.

Greece

On the other hand, for many years the Greek educational system has remained knowledge-centred, highly competitive and separated from real life. The study of the Modern Greek History of Education can offer an understanding of the reason why the Greek educational system remained so traditional and competitive for so many years, even if some unsuccessful efforts for educational reform took place from time to time. Although it is not the purpose of this section to refer to that history, it is considered necessary to mention that in the last two decades many changes and reforms have taken place in Greek Education.

In 1976, after the end of a harmful period of dictatorship in Greece (1967-1974), an education reform took place. Concerning the purpose of education, the Constitution (No. 16, par. 2) which was voted in 1975 stated that the education

is the basic mission of the State, aiming at the moral, spiritual, professional and physical education of the Greeks, the development in them of a national and religious conscience, and their fulfilment as free and responsible citizens.

In other words, the above definition of the purpose of education considered pupils as a homogeneous mass, while the educational aims which were proposed in the U.K. in 1977 in the previously mentioned consultative governmental document (in Booth, 1988) focus more on the development of children as individuals.

In 1981, after the socialist political party won at the elections, the purpose of education changed. According to the draft of the Law 5-2-85, the purpose of education is

to contribute towards a multi-faceted, harmonious and balanced development of the intellectual and psycho-physical abilities of pupils, so that independently of sex and social origin, they have the possibility to develop into an integrated personality and live creatively

(Number 1, paragraph 1 of the draft of the Law).

Obviously, the above statement focuses more on children as individuals. In addition, in the same article, the special intentions of the primary and secondary education are mentioned,

which are, among others, to make the pupils free, responsible and democratic, able to defend national independence and democracy. Among those special intentions are the recognition of the social value and equivalence of intellectual and manual work, the cultivation of creative and critical thought and the development of an atmosphere of friendship and cooperation with all the nations of the world. Finally, in the same article it is stated that freedom of religious conscience is inviolate.

That statement about the purpose of education was accompanied by new curricula and books. However, it cannot be said that so far things have changed very greatly. The school environment, teaching methods, educational material (or the lack of the appropriate educational material) are things which have not changed (as it will be shown in the following sections). It seems that a lot of in-service training and more money for Education are needed for these 'good ideas' to be assimilated and put into practice.

1.4.2. School curriculum

Scotland

Until recently the only responsible agencies for the development of the curriculum in Scotland were the education authorities. That responsibility was normally delegated to individual head teachers. Guidance was, however, issued from time to time by the Secretary of the State on the advice of Her Majesty's Inspectors of Schools and the Consultative Committee on the Curriculum (Elvin, 1981).

However, the authorities of central and local government have experienced changes since 1987, when the Government proposed the introduction of a national curriculum. That proposal was followed by the Education Act 1988 in England and Wales which did introduce a national curriculum and made arrangements for national testing. Therefore, the national curriculum was closely associated with national testing. According to Marsh (1990), the main purpose of the national curriculum was to provide a framework for the assessment of children's achievement and the means for the eventual assessment of teachers and the making of statements about the effectiveness of individual schools. In addition, with the same Act competition between schools was promoted as the new dynamic force that would stimulate better standards (Daniels, 1990).

Although in Scotland a similar Act does not exist, the Government's arrangements for national testing became an integral part of the 5-14 Development Programme, announced by the Secretary of the State in October 1988, with the following principal objectives:

- (a) to achieve on a national basis clearer definition of the structure, objectives and balance of the curriculum;
- (b) to assist in the development of coherent and systematic assessment policies and practices in schools;
- (c) to achieve better communication with parents and better reporting on pupils' progress.

This programme is intended to improve the quality of learning, teaching and reporting, by offering advice and support to teachers in structuring and delivering the curriculum, in assessing the attainment of pupils as they progress through the curriculum and in reporting that attainment to parents in a helpful way. National testing is set in the context of these general aims. As far as the pupils with SENs who take national tests are concerned, the possibility of making 'special arrangements' for them exists (The Scottish Office Education Department, Aug. 1991).

Concerning the content of the curriculum, arithmetic and the skills involved in the use and understanding of spoken and written English are the basic elements of the primary school course, but increased importance is attached to the practical application of these skills in real contexts. In music, creative work is given an important place. In art and craft activities the emphasis is on self-expression. The study of science provides opportunities for pupils to explore their environment systematically, through observation and experiment. History and geography take their place along with science not so much as subjects in their own right but as aspects of environmental studies through which pupils can investigate and understand the past and the living world around them. Physical education includes the free use of movement as a means of expression and personal development, and swimming for children of middle and upper primary school is an activity which usually takes place once a week. Dramatic activities are increasingly recognized as playing an important part in a pupil's personal and social development. Cooking is another activity which constitutes the practical application of learning skills and is delightful for children. In most schools children are also introduced to using a computer (Council of Europe, 1989). Frequently many teaching subjects are integrated through the method of a project (see subsection 1.4.4. at the present chapter).

Greece

Since the management of education in Greece is highly centralised, the decisions about the curriculum are taken by the Ministry of Education. There is only one curriculum which is universally adopted (by all the state schools of the country). The Minister of Education ensures that the universally adopted curriculum is followed by all the schools in the country, including the private ones. The responsibility for the development of the curriculum up to the

secondary level lies with the Centre of Educational Research. This centre has an advisory role to the Minister of Education.

The fact that in Greece the curriculum has been centrally administered has influenced the perception of teachers' role, and the adoption by them of the whole-class teaching method. As Hoyle (1989, p.424) states:-

A national curriculum leaves only limited scope for the exercise of autonomy in relation to content and teachers interpret their teaching style as being essentially didactic.

In the period 1981-85 new curricula were created. These included:

- (a) clearly clarified targets for every lesson in the frames of the general and special intentions for education in every level;
- (b) content of teaching chosen according to the intention of the lesson for every level, relevant and symmetrical to the syllabus and the assimilation potential of the students, divided in partial units and subjects; and
- (c) indicative directions for the method and the teaching materials for every unit or subject (Buzakis, 1986, p.136-137).

Concerning the content of the Greek curriculum for primary schools, spoken and written language and arithmetic are the basic elements. According to data from the Government's Bulletin, 26-11-84 (p.2204) the study of the Greek language in primary school occupies more than the one third of the teaching time during the week, i.e. in 9 out of 25 school hours per week pupils of Greek primary schools are taught modern Greek, while they are taught mathematics in only 3-4 hours per week. The study of the environment is another subject of great importance -especially in the first classes of primary school- since it helps children to understand the world by which they are surrounded. According to the draft of Law 5-2-85, the teaching of a foreign language is introduced in the primary schools, and the teaching of music, physical education and art is undertaken by specialist teachers. However, that Law did not come into force immediately. So, until recently in many primary schools there were not special teachers for music, gym and art, and success in teaching these subjects depended very much on the 'talents' of the classroom teacher. In the curriculum for the Greek state primary schools there are no courses such as swimming, dramatic activities, and cooking. Frequently, due to lack of the appropriate material, some subjects are taught in a theoretical level without giving the children the opportunity to gain empirical knowledge, e.g. in a science course the experiments may be only verbally taught.

Finally, it must be mentioned that every teaching subject is taught separately from each other in different school hours, and, therefore, pupils do not have the opportunity to relate

knowledge from different courses. Obviously, such a centrally administered curriculum cannot meet the special educational needs of individual pupils.

With reference to pupils with SENs who are integrated in ordinary classrooms, in circular C6/636 (27.11.1986) it is stated that special curricula can be created

...but appropriately adapted to the abilities and the needs of the pupils. This adaptation is done by the teachers themselves in co-operation with the school advisers, in order to meet the existent needs and the specific teaching aims.

...the majority of children with special educational needs can follow the ordinary curricula, after they have been appropriately adapted to their needs.

It seems that in practice the planning of special curricula depends on the initiatives of the teachers and their disposition to help their pupils (Nicodemos, 1992), although they have not received the appropriate initial and in-service training for creating and applying curricula related to the needs and the abilities of the children. The fact that curriculum planning is not included in the teachers' training can be explained by the fact that the curriculum in Greece is always planned by the Ministry of Education.

National Curricula and SENs

The existence of a national curriculum in terms of its influence on pupils with SENs who are integrated in ordinary schools has now become the subject of discussions and criticism. Although Winkley (1989, p.454) states that 'no centralised programme of instruction or curriculum is likely to be adequate and complete for any one individual', according to Daunt (1991, p.129),

the imposition of a common core curriculum should be entirely beneficial to all children including those at the extremes of intellectual capacity, even though there will inevitably be much room for disagreement about its design.

However, the above author criticizes the combination of a national curriculum with nationally determined attainment targets and periodical external testing because

- either the national curriculum is to be 'disapplied' to children with serious learning difficulties (from whatever cause) working in ordinary schools, which would not only be highly discriminatory in principle but would remove in practice one of the main reasons for wanting to move a child from a special school to an ordinary one, or
- the published performance of those schools will be affected by the difficulty such children experience in reaching attainment targets which have not been defined with their special needs in mind.

Merry (1989) seems to share the above opinion stating that 'what really matters for children with SENs is not so much the existence of a national curriculum as opposed to local autonomy, but the degree to which their access to such a curriculum is restricted or denied, and the willingness of the administration to provide extra resources to enable them to participate as fully as possible'.

Finally, while in Greece it seems that children with SENs cannot be helped much because of the existence of the centrally administered curriculum which does not make extra provision for them, in Scotland the future will show how the education of children with SENs will be influenced by the current developments in curriculum planning and national testing.

1.4.3. Teaching environment

Scotland

British schools vary in size according to the community they serve. As Elvin (1981) states, a one teacher rural school may serve a much bigger area than a larger city primary school. The staffing standards of primary schools are expressed as complements related to the size of school, and are designed to produce an average class size of 30 pupils. Primary schools with rolls of over 210 pupils now have (according to size) at least one assistant head teacher, who may be given responsibility for the design, development and evaluation of the curriculum.

Concerning the style and appearances of school buildings in Scotland, there are old and new school buildings. Much school building took place in the late nineteenth century. Schools from this period still exist, with a date around 1876 in the stone above the door with 'cheerless rooms, narrow pointed windows, the whole surrounded by prison-like walls' (Hunter, 1971). However, such buildings nowadays present a quite different picture inside compared with the picture they presented when they were built, i.e. the environment of the classroom of these schools is as pleasant as the environment of the modern schools.

The modern primary classrooms are well lit and adequately ventilated. There is space to move and space for the grouping and regrouping of desks. As Hunter (1971) states, at the present day education authorities are responsible for the provision of new schools and for the alteration of existing schools. Various proposals by education authorities with regard to sites, and plans and estimated costs of building, are submitted to the Secretary of State for approval. It must also be mentioned that some schools are being built with varying degrees of open plan arrangements, which make it easier for the pupils to use a wide range of resources and encourage co-operative teaching.

Every Scottish primary classroom looks very attractive. On the floor there is a carpet or rugs where children sit to have a discussion with their teacher, or to work in groups, or to read a book. The desks are arranged in groups. Usually, at every arrangement of desks children of mixed ability sit. In addition, in almost every Scottish primary classroom there are special tables for painting, where paints and paint brushes are available, some bookcases with interesting modern books appropriate for the age of the children and a place for the computer. Moreover, there are other educational materials which are appropriate for the age of the children of every classroom. For example, in infant classes there is a corner of the classroom which is furnished as the dolls' house and another which represents a shop, while for upper primary classes there is a place in the classroom where the science material is kept. The walls of every Scottish primary classroom are usually covered with children's paintings and craft work full of lively colours. All this makes them pleasant places for school work. Generally, it can be said that the whole atmosphere of the Scottish primary schools is pleasant, and it seems that Scottish teachers strongly agree with the idea that 'the atmosphere of the classroom is the key to the child's learning' (Low, 1969, p.31)

Moreover, in every Scottish primary school there is a coloured TV, where educational TV programmes and videotapes can be watched by the children, a photocopying machine, electric cookers for cooking-courses, a piano or keyboard and other musical instruments in the music room. A few schools have their own swimming pool for swimming courses and schools which do not have a pool visit the local swimming baths.

Scottish schools are not silent. Classroom doors may be open and a busy hum of activity heard. Children are found working out of the classrooms. Some may be reading in a quiet corner, some planning how to measure the area of the hall. Younger children may find more space for painting on the floor of the corridor. Moreover, most of the Scottish schools are small, and give the atmosphere of a 'family environment'.

Every Scottish primary school building is usually surrounded by a playground adequate for the needs of the children. Some schools are surrounded by an extended green field, although this is not very common. In schools where the playground is not considered adequate for all the children special arrangements are made. For example, children of the upper classes of the school may go to play in a park near the school during lunch time.

Greece

Greek primary school buildings are very similar to each other. The most usual design for a school building is that of two floors where the classrooms are located the one beside the other facing the playground which is in front of the school. The size of the school building

depends on the needs of the area. Usually one school building is shared by the teaching staff and pupils of two different schools. This is implemented by the method of change of the school population every morning and afternoon. In Athens the school buildings of primary education are often large, having at least twelve classrooms. In some schools, apart from the classrooms, there is a big room which is called the 'amphitheatre' of the school. There the children are assembled to celebrate 'special days' of the year, or to attend theatre performances.

Most Greek schools do not have a special classroom for gym and music, and the children have their physical exercises in the playground, while only some schools have the advantage of a special classroom for music. In every primary school there is the head teacher's office, and a staff-room.

The walls of the corridors in most Greek primary schools are plain, without any decoration. This may happen because nobody feels responsible about that, especially when the school building is shared by two different school populations, or because no project work takes place to provide rich, decorating, educational material.

The observer who visits a Greek primary school during a school hour walks alone in the empty and quiet corridors of the school. All the doors of the classrooms are closed, as teaching the children in a classroom is considered a 'personal matter' by many teachers. Entering a Greek primary classroom while teaching is in progress, one will normally see the following picture: the children are sitting quietly and attentively in rows of desks while the teacher is teaching at the front of the class sitting at his/her desk which faces the pupils' desks, or standing in front of the blackboard which is placed against the wall, or wandering around the classroom.

The decoration of the classroom and the educational materials are very poor -if they exist! The usual decoration may be some of the children's paintings. Very rarely a bookcase with some books can be seen in a Greek primary classroom. Moreover, the majority of schools do not have a photocopying machine and no state primary school has a computer, a TV, electric cookers, and, of course a swimming pool!

From the description of the school environment of Scottish and Greek schools the difference in the structure, use and arrangement of the school space becomes obvious. As school buildings reflect the style of the school life, it can be inferred that in the Scottish primary schools which constitute a warm, pleasant environment, full of stimuli, pupils can feel at ease, while in Greek schools which are inconvenient, impersonal and lack stimulating educational

material it is difficult for children to feel happy and creative. Mavrogiorgos (1984, p.186) states:

The space of the Greek school viewed from a morphological, symbolic and functional aspect expresses an atmosphere of authoritativeness, of oppression and dependence of the pupil.

Therefore, such a school environment cannot greatly benefit the children of the school, and especially the children with SENs.

1.4.4. Teaching methods / school books / educational material

Scotland

In 1969, more than 20 years ago, Low wrote:

Primary schools are different today. The children learn through their own experience using stimulating material and attractive books. They are trained to think and to understand (Low, 1969, p.31).

Actually, progressive teaching techniques which were introduced many years ago, can be observed nowadays in almost all British primary classrooms. Primary schools in Britain have seen important changes since the 1950s. In 1965 the memorandum 'Primary Education in Scotland' (Scottish Education Department, HMSO) recommended the use of group work activity and discovery methods, project and assignment techniques, and experimentation in such areas as programmed learning and team teaching. The authors of that report noted:

The teacher's role is changing as teacher-dominated methods and subject-centred curricula give way to methods and curricula based on the needs and interests of the child.

This new role of the teacher has been considered 'demanding' by Low (1969), as it requires

- provision of a rich environment in the classroom and helping children to extend their language through reading, listening and talking;
- awareness of the needs of each child so that the teacher can lead the children to fresh interests and deeper understanding;
- teaching of new skills;
- training children to share materials, to work together and to have consideration for others.

Children in first classes of Scottish primary school learn through play. These children move freely about the classroom, and group and regroup for different activities. They play with

blocks, plasticine, paints and crayons, and they are introduced informally and gradually to reading, writing and counting by means of pictures, stories, toy shops and so on.

In Britain, the whole-class teaching method was criticised many years ago. As Low (1969) stated more than twenty years ago, teaching a class as a whole is no answer to the very individual needs of each child, even where the range of ability is apparently narrower. It creates situations where some children are bored with undemanding work, and others give up an unequal struggle with tasks they cannot do. So,

class teaching is a relatively ineffective method and is therefore seldom employed for the teaching of the basic skills (Low 1969,p.17).

Nowadays British teachers prefer to teach groups of children of similar or mixed ability level. For reading and arithmetic children work in groups of similar abilities using appropriate textbooks and apparatus. An ability group consists of children of similar needs at a particular time, and the composition of these groups may change as the needs change. The children of each group are encouraged to discuss problems with each other and to share the apparatus provided. The practice of grouping by ability enables individual pupils to advance at a pace which suits them, and has generally been found to develop in pupils both self-reliance and co-operation. Moreover, if a child does not fit into one of the class groups, the teacher may provide individual work for him/her. In composite classes the children work in groups of ability, independently of their age. For example, in a composite class primary one / primary two where children of five and six years old are accommodated, some able five-year-olds enjoy reading with older children, while a slower six-year-old can work with the beginners. In addition, in most of the schools children work in mixed ability groups in all activities except for reading and arithmetic. It is obvious that teaching children in groups can benefit all the children of the classroom. However it requires skilful organization by teachers, as Kopmels (1989) comments.

Some of the most exciting and creative handwork produced by children is often part of a project. Projects, or themes, or centres of interest are based on the attractive idea of having a central theme which would integrate various school subjects in a manner calculated to sustain the interest of the children. When a project takes place, the teacher tries to provide a variety of books and educational material for the children.

Also, there are occasions when all the children of the class work together as a group talking on an interesting topic of discussion, or discussing the way they are going to set about a project. At other times they sing or dance together, but it is unlikely that there would be a class reading book or arithmetic book which would be used by the whole class. In Scotland the head teacher, in co-operation with the classroom teachers, decides about the series of

books they are going to use. Not all the children have the same books, but they may have different parts of the same series, according to their ability. Every teacher is free to propose to the head teacher the purchase of some particular books and materials which are considered useful. Moreover, in the bookcases of every classroom there is a large number of interesting books. Children themselves have the freedom to choose their reading books. This variety of books ensures that children can always find a book to read which will be relevant to their interests and to their ability level.

It seems that the most popular teaching method in Scottish primary schools nowadays is that of 'an integrated day'. According to that teaching method, the children have an assignment or list of tasks to complete each day. Each child decides when and in what order they will do their work, knowing that it must be completed by a certain time. Many activities are available for them to choose although they have to learn to accept that sometimes they have to wait for their turn. The teacher may call groups of individuals to work with her when it seems to be appropriate. These groups may do number work or reading.

In some Scottish schools co-operative teaching also takes place. That means that the learning support teacher works co-operatively with a classroom teacher. There are two main reasons for following such a method:

- (a) to weigh up a situation, helping to identify what needs have to be met and then deciding whether this can be done by withdrawal, co-operative teaching, or some other means; and
- (b) to meet the needs of the children within the context of the classroom.

Essentially, the aim of co-operative teaching is to increase the tutorial capacity available within any one classroom.

Finally, in the British education system teachers are relatively autonomous and can be flexible concerning the ways they organise their teaching. Even the recent developments in the British educational system (i.e. the Education Act 1988 which introduced the National Curriculum, and the Programme 5-14 in Scotland) do not influence the teaching methods which are followed by the teachers. As Molloy (1990) says,

teachers cannot be told how to teach; that is the art of the teacher and is safeguarded. It is a matter for teachers to decide in their school whether they use thematic, integrated, cross-cultural or subject approaches. There is no single or correct answer...The answer to developing the art of teaching in teachers is not in restricting their practice.

Independently of the teaching methods most British teachers follow, their teaching is oriented towards an 'open and interactive learning' (Leeson, 1989). It is child-centred; the children's

own tendencies matter, and they are given freedom to develop their initiative. The teacher only guides, encourages and informs, organises and suggests. The focus is on the child's interest and the emphasis on the child's own needs.

Greece

As the arrangement of space in a Greek classroom implies, in Greece whole class teaching is traditionally the main method of teaching, and only a few experimental efforts at teaching children in groups have taken place.

The teaching approach followed by many Greek primary teachers is still knowledge-centred. The teacher is usually the one who imposes meaning on the facts and ideas which are taught. Most of the time norms and standards are considered fixed by the teachers, and the emphasis is on cultural transmission. When a lesson is in progress, questions are asked by the teacher, and answered by the pupils. Usually only one 'right' answer is expected. There is little - if any - communication among the pupils and little activity apart from the raising and lowering of the hands. The whole classroom organisation shows that the teacher is there to teach and the pupils are there to learn. The emphasis is on competition rather than co-operation.

Teacher and pupils treat the school book as the most reliable source of knowledge. The content of the Greek school books is defined by the national curriculum. The same books have to be followed by all the children of the same age in the country, independently of the place they live, their educational opportunities outside school, and their needs. No teacher has the freedom to follow another series of books or not to teach the units which are anticipated by the curriculum. The school books are published by the Organisation for Publication of School Books, and they are distributed free of charge to all the children who study in state schools.

In 1981- 1985 new text books for pupils and guidance books for teachers were published. The whole innovation plan was carried out by a team of experts at KEME, a centre for education studies and research. As Buzakis (1986) states, according to the people who presented the books, these books are not any more storehouses of 'ready' knowledge, but 'laboratory' books, which help and provide practice for the pupil to ask for and build up knowledge. For the implementation of those targets they include learning activities planned to be done in the class.

In addition to the pupils' books, there are the teachers' books which are also published by the Organisation for the Publication of School Books. According to Buzakis (1986, p.136) the

teacher's book constitutes 'an important innovation concerning school books'. It contains an analytical but significant diagram of teaching, with possibilities of modifications and interventions made by the teachers, within the frame of the new way of approaching the new subjects.

With the introduction of the new curricula and books it was hoped that new relationships would be created between the teacher and the pupils in the classroom and that these should be characterised by an anti-authoritative climate. However, it is doubtful that only the presence of some new books can change the relationships between teachers and pupils.

Finally, it seems that the lack of appropriate training and appropriate modern educational equipment makes Greek teachers remain fixed to the traditional whole-class teaching methods. Unfortunately, the 'stimulating material and the attractive books' which were mentioned by Low (1969) more than two decades ago as means of learning through experience in the United Kingdom, are still not found in the Greek schools.

Concerning teaching children with SENs the circulars C6/399 (1.10.1984), C6/636 (27.11.1986) and C6/344 (6.11.1991) suggest individualized teaching of children with SENs by the classroom teacher as a teaching method for treating children with SENs in ordinary classrooms. However, it seems very difficult for a teacher who follows a whole-class teaching method to find the time to deal individually with the child with SENs, while this is more possible to be done when the system of 'an integrated day' takes place.

From the description and comparison of the existing teaching methods and educational material in Scotland and Greece it seems that the SENs of the children who are integrated in ordinary classrooms cannot be met with whole-class teaching methods, while they can better be met in the Scottish classrooms where teaching is usually child-centred.

Moreover, the existence of the same books for pupils of the same age all over Greece shows that individual needs and differences are not taken into account, and therefore, SENs cannot be met. In addition, due to the existence of only one course-book, no exchange or comparison of information takes place and pupils do not learn to combine knowledge and to think creatively.

1.4.5. Teachers' training

In this sub-section it is considered necessary to present information on Scottish and Greek teachers' initial and in-service training, since it can complement the description of the educational context of the study.

Scottish teachers' training

In Scotland, there are two forms of initial training for teachers in the primary sector. Those who hold a degree of a U.K. university (including the Open University) or of the Council for National Academic Awards or a qualification of equivalent standard can take a one-year postgraduate course in a college of education. Alternatively, students may take a four-year course in a college of education leading to the Bachelor of Education degree, which replaced the three-year college of education course leading to a diploma of primary education. During their training, teachers may specialize in subject or level (e.g., primary or secondary) and in Scotland they can teach only at the level for which they are qualified.

There are ten colleges of Education in Scotland, all managed by governing bodies which include representatives of the education authorities, the universities, the churches and the teaching profession. As Elvin (1981) mentions, their expenditure is met in full by grants from the Scottish Education Department.

The main agencies for providing further training for teachers are the education authorities and the colleges of education, though there are contributions from other institutions such as the universities (including the Open University) and the central institutions. These courses are administered through the National Committee for the In-Service Training of Teachers, a body representative of all appropriate educational interests. Courses are held during the school year as well as in vacations, and include full-time courses which require teachers to be released during the school term and a variety of shorter courses.

The Education Act 1981 and the Education (Scotland) Act 1981 make no direct reference to in-service training in SENs in the United Kingdom, but the associated DES Circular 1/83 states that 'the Secretary of State for Education and Science expects that the LEAs will encourage in-service training to assist teachers in recognizing and meeting special educational needs'.

Greek teachers' training

In Greece, primary school teachers used to be trained in special two-year colleges, called 'pedagogical academies', open to secondary school graduates. An excellent grade in secondary school guaranteed admission without examination to a teacher-training college.

By the article 46 of the Law 1268/82 the establishment of Educational Departments in the Universities for the training of primary and nursery teachers was introduced. Thus, during the academic year 1984/85 five educational departments were established (three for primary teachers and two for nursery teachers) in the Universities of Athens, Thessaloniki, Ioannina,

Patra and Crete. According to Buzakis (1986), the recognition that nursery, primary and secondary teachers are of equal status constitutes a significant innovation.

In-service teacher training in Greece was not considered satisfactory until 1985. Not all the teachers had the same opportunities for in-service training. As Mavrogiorgos (1982) stated, the teachers who were appointed in places where courses of in-service training took place had more advantages compared with those teachers who were appointed away from these areas. For the latter category of teachers often insurmountable personal, family and economical problems were created, if they were to attend these in-service courses.

The draft of the law 5-2-85 was referred to the establishment of compulsory in-service teachers training which was planned to be re-organised and de-centralised. This in-service training, for which the Educational Institute would be responsible, was planned to take place in a peripheral level, in the peripheral centres for in-service training directed by a school adviser and by a teacher as a subdirector. Unfortunately, however, there is not an official evaluation of the effectiveness of such in-service meetings.

According to the above draft of law, there are three kinds of in-service training for Greek teachers:

- (a) 'introductory' for candidates for appointment, or for recently appointed teachers;
- (b) 'annual' for those who have completed five years of service, and
- (c) 'periodical', in cases of change in books, curricula etc.

For primary teachers who have completed at least five years of service, in-service training can be provided in one of the following two in-service centres which are located in Athens, after the acceptance of their application:

- (a) The one in-service centre is offered in SELDE. There, primary teachers with at least five years of teaching experience can be trained for one year. Teachers wishing to study in this one year course have to apply well in advance.
- (b) The other in-service centre is the Maraslio Primary Teachers Training Centre (MDDE). There teachers who have more than 5 years' of teaching experience can study for two years, after their application has been accepted. According to their interests and the area for which they have applied, they can receive in-service training in General Education or in Special Education. The training takes place in four semesters (i.e. two years) and the students have to take exams at the end of every semester on the subjects they have been taught. The content of the curriculum of that in-service training is announced in the Government Bulletin.

Furthermore, Greek State Scholarships Foundation offers after highly competitive examinations scholarships for post-graduate studies abroad to primary teachers with four years of pre-service training.

As far as the teachers who are placed in special units of primary special education are concerned, they are required to have two years of in-service training in the Maraslio Primary Teachers' Training Centre. In that Centre about 50 teachers with 5 years' teaching experience are accepted every year for in-service training in Special Education, after they pass successfully the exams which are organised by the Centre.

The quality of the existing courses in Scotland and Greece can not be appraised in this section because:

- (a) in Scotland there is a variety of such courses; and
- (b) in Greece reforms in teachers' training have taken place very recently.

...

At the end of this chapter the main differences between the Scottish and the Greek education system are summarised in the following table.

Descriptive Category	Scotland	Greece
School environment	full of educational stimuli, pleasant and 'warm'	poor in educational material and stimuli, impersonal and 'cold'
School curriculum	education authority's responsibility (until recently)	centrally administered curriculum which is the same for all the schools
Teaching methods	<ul style="list-style-type: none"> • teaching groups of children; 'integrated day'; • teaching through play; • whole-class discussions; • co-operative teaching 	only whole-class teaching
Books	books chosen for children according to their abilities and interests	the same books exist all over the country for all the Greek children of the same class
General character of the educational system	child-centred	teacher-directed

Table 1.4.: Main differences between the Scottish and the Greek educational system.

CHAPTER TWO

LITERATURE REVIEW

Following the reference to the two different educational contexts where the data of the present study were drawn from, this chapter is intended to show how previous research studies in the field of attitudes towards children with SENs and towards the integration of these children in ordinary schools influenced the design of the present study.

At the beginning of this chapter the idea of integration of children with SENs in ordinary schools, the main arguments which support the implementation of such a policy, and the types of research studies which have been conducted on this topic are presented very briefly. Then the importance of teachers' attitudes towards children with SENs and towards the integration of these children in ordinary schools is stressed, and studies which have examined those attitudes are mentioned. Next the factors which appeared in previous studies to influence teachers' attitudes towards children with SENs and towards the integration of these children in ordinary schools are presented linked with the design of the present study. Finally the main themes which emerge from the review of the literature are summarised, and the implications of these themes for the present study are discussed.

2.1. The policy of integration of children with SENs in ordinary schools: arguments which support such a policy, and the existing literature on this topic

During the past twenty years an unprecedented level of increasing international concern has been shown for the education of children with special needs, and for some time now educationists have advocated that pupils with SENs should have these needs met wherever possible in mainstream settings.

The rationale which is in favour of integration of children with SENs in ordinary schools appears to be 'predicated upon social rights arguments rather than the systematic analysis of the educational needs of individual pupils and how these should be met' (Thomson and Lawson, 1988). As is mentioned in the Warnock Report (Department of Education and Science, 1978, p.99),

...the principle of educating handicapped and non-handicapped children together, which is described as 'integration' in this country and 'mainstreaming' in the United States of America, and is recognised as part of a much wider movement of 'normalization'..., is the particular expression of a widely held and still growing conviction that, so far as humanly possible, handicapped people should share the opportunities for self-fulfilment enjoyed by other people.

Thus, since the publishing of the Warnock Report (1978) a burgeoning literature in the U.K. largely sociological and 'conceptual' in nature has stressed the negative effects of labelling, and underlined the moral imperative of access to mainstream education for all pupils. Barton (1988); Booth & Potts (1983); Fulcher (1986); and Tomlinson (1985, 1988) are amongst others representative of this kind of literature.

Moreover, the growth of integration has taken at least some of its impetus from dissatisfaction with established segregated provision (Merry, 1989). Two examples of this dissatisfaction are:

- the growing concern which was expressed in 1970s about the usefulness of 'traditional' forms of assessment, and the validity and reliability of many norm-referenced tests; and
- the recognition that the systems of categorizing handicapped children and educating them in segregated settings cannot always reflect the true complexities of an individual's educational needs.

Whatever the arguments which support the notion of integration of children with SENs in ordinary schools are, this notion has been gaining ground throughout the United States of America, Australia and many of the countries of Europe, and numerous policy statements have proposed that as many children as possible should be educated within the normal school system (Merry 1989). According to the resolution of the Council of Europe and the Ministers of Education in 1990 (in Official Journal of the European Communities, vol.33, p.2),

1. *The Member States have agreed to intensify, where necessary, their efforts to integrate or encourage integration of pupils and students with disabilities, in all appropriate cases, into the ordinary education system, within the framework of their respective education policies and taking due account of their respective education systems.*
2. *Full integration into the system of mainstream education should be considered as a first option in all appropriate cases, and all education establishments should be in a position to respond to the needs of pupils and students with disabilities...*

A wealth of literature has been produced examining the extent to which integration is taking place, evaluating the quality of experience being offered to children who are integrated and exploring the needs of the staff involved. In his paper Swann (1985) updates earlier work by Booth (1981) and Hegarty & Pocklington (1981) by looking at the special education figures

for England and Wales from 1978-1982. In Scotland national information on the pattern of integration has emerged from the research into the recording of children with SENs carried out at Edinburgh University (Thomson et al., 1989, 1990).

Other research studies report on innovative approaches to the integration of pupils with SENs into mainstream and also the changing roles of special schools as resource bases for such a movement. Illustrative examples of this kind of research studies are the studies of Hegarty & Moses (1988); Jowett et al. (1988); Robson et al. (1988). There are also studies which have focused on the practical level of what actually goes on where integration is taking place. These studies have examined the experiences of individual children and groups and the staff who work with them. The work of Hegarty & Pocklington (1981) which has looked at structural and organisational factors and has used interviewing as the main research method is worth mentioning here because of its following brief conclusion which is drawn from extensive data collection:

...integration is possible... So far from damaging the ordinary school in any way, this process can add to its educational strength and enhance the provision made for all its pupils (p.507).

2.2. Examination of the relevant literature on teachers' attitudes towards the integration of children with SENs in ordinary schools

Teachers' attitudes towards children with special educational needs and towards the integration of these children in ordinary schools appear to be a very important research topic in the field of integration. This happens because teachers play a 'key role' in the implementation of the policy of integration (Williams, 1977). Although recent years have seen the enactment of legislation concerning integration of students with SENs in the ordinary schools in many countries, 'it is unlikely that any educational change or innovation, regardless of how well conceived or rigorously tested it may be, can survive without the active participation and support of teachers and administrators' (Jones, 1978). Thus, teachers' attitudes towards integration can be significant determinants of the success of this policy (Alexander & Strain, 1978; Baker & Gottlieb, 1980; Birch, 1974; Chazan et al., 1980; Deno, 1973; Grosenic, 1975; Hadfield, 1985; Hallahan & Kauffman, 1978; Hersh & Walker, 1983; Hirshoren & Burton, 1979; Howarth, 1987; Hughes, 1978(a); Johnson, 1962; Jones, 1978; Keogh & Levitt, 1976; Leyser et al., 1982; MacMillan et al., 1974; MacMillan et al., 1976; Mandell & Strain, 1978; Martin, 1974; Mitchell, 1976; Ryor, 1977; Smart et al., 1980; Stainback et al., 1984; Thomas, 1985; Vandivier & Vandivier, 1981; Walker & Lamon, 1987; Williams & Algozzine, 1977).

Taking into account that an attitude is identified as a 'predisposition toward behaviour' (Crandell, 1969; French & Henderson, 1984; LaPiere, 1934; Osgood et al., 1957; Thurstone, 1946) teachers' attitudes can affect their behaviour towards children with SENs and towards their academic and social integration. The fact that teachers' attitudes and expectations from the children in their classroom do affect their behaviour towards these children has been shown by many research studies (Brophy & Good, 1970; De Groat & Thomson, 1949; Good, 1970; Good & Brophy, 1972; Hersh & Walker, 1983; Hoehn, 1954; Kester & Letchworth, 1972; Rothbart et al. 1971; Rubovits & Maehr, 1971; Silberman, 1969; 1971). In addition, these attitudes and expectations have been demonstrated to have effects on student performance in a variety of settings (Blackwell, 1972; Brophy & Evertson, 1981; Brophy & Good, 1970; 1974; Burstall, 1970; Chall, 1967; Coleman et al., 1966; Grieger, 1971; Leach, 1977; Nash, 1973; Palardy, 1969; Pidgeon, 1970; Rist, 1970; Rosenthal & Jacobson, 1968).

Literature on the topic of teachers' attitudes towards integration can be presented under three headings:

- (a) teachers' general attitudes towards the policy of integration;
- (b) teachers' attitudes towards children with different types and degrees of disabilities and their integration in ordinary schools; and
- (c) factors which influence teachers' attitudes towards integration.

Because of their purpose and their design, some studies concerning teachers' attitudes towards integration may be categorised under more than one of the above headings. For the present purpose of reviewing the literature on teachers' attitudes towards integration, a brief reference will be made to the studies which can be categorised under the first two headings which are listed above, while for the studies which refer to factors which influence teachers' attitudes towards integration more extensive reference and discussion will be made, since one of the purposes of the present study was to examine the factors which influence Scottish and Greek teachers' attitudes towards this policy.

2.2.1. Teachers' general attitude towards integration

Studies concerned with teachers' attitudes towards the integration of children with SENs in the United Kingdom, the United States, and in Australia have revealed both positive (Harasymiw & Horne, 1975; Higgs, 1975; Hudson & Clunies-Ross, 1984; Kaufman et al., 1985; Leyser et al., 1982; Schmelkin, 1981) and negative attitudes (Alexander & Strain, 1978; Barngrover, 1971; Bradfield et al., 1973; Center, 1987; Gickling & Theobald, 1975;

Guerin & Szatlocky, 1974; Harvey, 1985; Hudson, et al., 1979; Keogh & Levitt, 1976; MacMillan et al., 1976; Major, 1961; Moore & Fine, 1978; Seligman, 1979; Shotel et al., 1972; Thomas, 1985; Vacc & Kirst, 1977; Winzer, 1984).

With reference to the latter category of studies Johnson & Cartwright (1979) noticed that the literature has consistently pointed out that regular classroom teachers are often 'ill prepared' both in knowledge and attitude, to teach handicapped children.

The review of the above studies generated the idea that in the present study the general attitude of the Scottish and Greek teachers towards the policy of integration of children with SENs in ordinary schools should be studied. This idea was finally implemented with the inclusion of relevant statements in the teachers' questionnaire.

2.2.2. Teachers' attitudes towards children with different types and degrees of disabilities

There is evidence that teachers are willing to integrate children with some disabilities more than others. In other words, teachers' attitudes differ with the type and the degree of special educational needs (Kingsley, 1967; Moore & Fine, 1978; Salvia et al., 1973; Schloss & Miller, 1982; Shotel et al., 1972; Williams & Algozzine, 1977; Winzer, 1984).

Reference should also be made to the finding that teachers' attitudes and expectations from children with SENs can be influenced by the 'labelling' of these children. Gillung & Rucker (1976) investigated the effects of labels on teacher expectations. They concluded that both regular classroom teachers and special educators had significantly lower expectations for children with SENs who were categorized with a label than for children with identical behaviours who were not labelled. Generally, teachers' attitudes have been shown to vary as a function of stereotypic perceptions of specific labels (Combs & Harper, 1967; Foster et al. 1975; 1976; Goupil & Brunet, 1984; Hughes et al., 1973; Shotel et al., 1972; Warren et al. 1966).

Before reporting the relevant studies which have examined teachers' attitudes towards children with different disabilities, it should be mentioned that nowadays, although in Warnock Report (1978) the old terminology of categories of handicap is replaced by one of special need, and learning difficulty becomes a generic term for children with mild, moderate or severe problems, labels still exist in the educational literature often without a 'universally agreed-upon definition' for each of them (Hughes et al., 1973). In reporting the existing literature on teachers' attitudes towards children with different disabilities, therefore, it is

unavoidable to refer to children's disabilities as they have been 'labelled' by the researchers (see glossary for the definition of these terms).

In the literature concerning teachers' attitudes towards children with different disabilities and the integration of these children, there is a general agreement of the studies that have been conducted on the finding that teachers are more supportive toward the integration of the 'learning disabled' children and that this category of children is the most favoured and the less bothersome for teachers (Hughes et al., 1973; Mooney & Algozzine, 1978; Moore & Fine, 1978; Shotel et al., 1972; Williams & Algozzine, 1977). Moreover, children with physical disabilities only were found to elicit generally positive attitudes (Bowman, 1986; Harasymiw et al., 1976; Panda & Bartel, 1972; Rapier et al., 1972; Shears & Jensema, 1969; Tringo, 1970; Williams & Algozzine, 1977). Furthermore, 'gifted' children consistently elicit positive feelings (Panda & Bartel, 1972; Warren & Turner, 1966).

On the other hand, children with developmental (intellectual) disabilities are the least favoured by classroom teachers (Bowman, 1986; Guerin, 1979; Harasymiw et al., 1976; Hirshoren & Burton, 1979; Kingsley, 1967; Moore & Fine, 1978; Shotel et al., 1972; Williams & Algozzine, 1979). Croll & Moses (1985) found that teachers were least enthusiastic toward teaching 'ESN(M) (educationally subnormal moderate)' children, while Shotel et al. (1972) reported that teachers were least favourable toward 'EMR (educable mentally retarded)' pupils. However, Warren & Turner (1966) found the EMR students more favoured by teachers than the 'brain injured'. Moreover, in the study of Thomas (1985) the balance of opinion among the teachers was against the integration of the 'intellectually handicapped'.

Findings about 'emotionally disturbed' students are equivocal. Some studies found teachers to have positive attitudes towards these children (Goupil & Brunet, 1984; Hirshoren & Burton, 1979; Shotel et al., 1972), while other studies found teachers to have negative attitudes towards them (Casey, 1978; Foster et al., 1976; Foster et al., 1975; Hannah & Pliner, 1983; Mooney & Algozzine, 1978; Vacc & Kirst, 1977; Williams & Algozzine, 1979). Classroom teachers were also found to be least enthusiastic toward teaching 'maladjusted' children than other categories of children with SENs (Croll & Moses, 1985; Tobin, 1972). In addition, Combs & Harper (1967) found that 'psychotic disorders' were interpreted more negatively by teachers than 'neurotic or neurological disorders'.

Concerning the category of children with sensory disabilities, the findings are also equivocal. Tobin (1972) found this category as least preferred, while Harasymiw et al. (1976) found it as being most preferred after 'physical handicap', and Panda & Bartel (1972) found that teachers responded more favourably to blind and deaf children than to other handicapped children.

It is also interesting that two surveys (Center, 1987) which examined head teachers' and classroom teachers' attitudes towards integration of disabled children presented results according to which it appears that both groups of practitioners are only positive about integrating those disabled children who will require no extra competencies or time involvement on the part of teachers.

To summarise, the literature shows that classroom teachers are generally favourable toward 'gifted', 'learning disabled' and children with only physical disabilities, while the findings concerning their attitudes toward other categories of children with SENs are equivocal.

Taking these findings into account it was decided that Scottish and Greek teachers' attitudes towards the integration of children with different disabilities should be examined in order to find out if, due to the different educational contexts, Scottish and Greek teachers differ in the way they view the integration of these children. Thus, in the teachers' questionnaire statements were included which referred to teachers' attitudes towards the integration of children who presented learning disabilities which were associated with five general types of disabilities (i.e. (a) developmental (intellectual), (b) physical, (c) sensory disabilities (of hearing and sight), (d) behaviour and emotional problems, and (e) problems in speech and language).

Since the present study focused mainly on the teachers' general attitudes towards the integration of children with disabilities of the 'whole continuum' in ordinary schools and the factors which influence teachers' attitudes towards this policy, it was not considered necessary to include in the questionnaire statements which would ask for teachers' responses to an extensive list of different kinds of disabilities.

2.3. Factors which influence teachers' attitudes towards children with SENs and towards the integration of these children in ordinary schools.

The review of the literature indicates that the factors which influence teachers' attitudes towards children with SENs and towards the integration of these children into ordinary schools can be:

- (a) school environment - related factors; and
- (b) teacher - related factors.

2.3.1. School environment-related factors

From the review of the literature availability of support services, class size, class level, and structure of the classroom appeared to be the main environment - related factors which influence teachers' attitudes towards integration.

2.3.1.1. Availability of support services

The availability of support services is one factor which studies have consistently found to be related to more positive teacher attitudes towards the integration of children with SENs in ordinary schools (Baker & Gottlieb, 1980; Bowman, 1986; Center, 1987; Center et al., 1985; 1989; Cope & Anderson, 1977; Gans, 1987; Kompos, 1990; Larrivee & Cook, 1979; Mandell & Strain, 1978; Perry, 1979; Williams & Algozzine, 1979).

Taking this finding into account it was considered necessary for the present study to find out which kind of support services exist in Scotland and Greece and how classroom teachers appraise the existing support services. The questionnaire which was used in the survey of Center et al. (1989), helped in the design of the part of the questionnaire of the present study which referred to the appraisal of the existing support services by the Scottish classroom teachers.

2.3.1.2. Class size

While some studies have found class size to be a variable unrelated to teachers' attitudes towards integration (Hughes, 1978; Larrivee & Cook, 1979), other studies found this variable to have a significant relation to teachers' attitudes towards this policy (Center, 1987; Harvey & Green, 1984; Roberts & Pratt, 1987; Smart et al., 1980; Thomas, 1985).

Despite the equivocal results of the studies which were reviewed concerning class size, it was decided that in the present study the influence of class size on teachers' attitudes towards integration should be addressed in order to see if there were differences in the responses of Scottish and Greek teachers which could be attributed to the differences in the two educational contexts. This decision derived mainly from the fact that in the pilot study Scottish teachers appeared to give more importance to this factor than Greek teachers did.

2.3.1.3. Class level

Differences in teacher attitude towards children with SENs as a function of the class level i.e. age stage they teach is an area investigated by some researchers. According to some studies, class level has been found to have a fairly strong relationship to teacher attitude (Larrivee & Cook, 1979; Mandell & Strain, 1978; Morris & McCauley, 1977; Stephens & Braun, 1980)). For example, Larrivee & Cook (1979) have found that elementary school teachers are more willing to teach children with SENs than are teachers at secondary level. However, other studies have shown that no positive relationship exists between class level currently taught and teacher's attitude (Blackwell, 1972; Mandell & Strain, 1978; Roberts & Pratt, 1987; Schmidt & Nelson, 1969; Sigler & Noll, 1975).

Since the studies which reported the existence of correlation between teachers' attitude and the class level they teach referred mainly to elementary teachers' attitudes in comparison with secondary teachers' attitudes, it was considered that in the present study which refers only to primary teachers' attitudes the class level should not constitute a matter of concern. Thus teachers who belonged to different class levels were chosen with random selection in order to participate in this study.

2.3.1.4. Structure of the school and the classroom

There is some evidence from the review of the literature which suggests that the structure of the school and the classroom can influence (a) teachers' attitudes towards integration, and (b) the successful implementation of this policy. Team teaching has been found to be a factor significantly related to the elementary classroom teachers' attitudes towards integration (Mandell, 1976; Mandell & Strain, 1978). Of course, this kind of teaching is very much related to the existence of support services, i.e. other teachers in the school with whom the classroom teacher can share the responsibility for teaching children with SENs. This finding suggested that the teachers' questionnaire of the present study should include statements which would invite teachers' responses to statements concerning the existence of team (co-operative) teaching and their attitudes towards this teaching method.

Another important issue which is related to the way that the teacher structures the classroom should be mentioned here because, although it is not related to factors which influence teachers' attitudes, it has to do with the successful implementation of the policy of integration and it influenced the design of the present research study. As Baker & Gottlieb (1980) point out, there is little doubt that the way in which a teacher structures the classroom affects the well being of the child with SENs. Taking into account that according to the findings of some

studies children with SENs are less socially accepted than their classmates in ordinary classrooms (Bruininks, 1978; Bryan, 1974; 1976; Goodman et al. 1972; Gottlieb & Budoff, 1972), teachers who are able to develop structured activities that include the children with SENs as integral members of the classroom group are able to improve the extent to which these children are socially accepted by their peers. The study of Gottlieb et al. (1978) is also related to the topic of the social status of the children with SENs. In this study it was found that teachers' perceptions of 'EMR' children's academic competence and misbehaviour correlated significantly with peers' sociometric responses, and that specific teacher perceptions were significantly correlated with specific aspects of the social status of these children.

Since the social status of children with SENs appeared (a) to influence teachers' perception of these children; and (b) can be an indicator of the extent to which these children are socially integrated it was decided that the present study should address this issue. Thus, it was decided to study the social status of some cases of children with SENs through:-

- (a) observation in the ordinary classrooms where children with SENs were placed;
- (b) the distribution of sociometric tests; and
- (c) interviews with the children with SENs, their teachers and their parents.

For these case studies the whole structure and organisation of the classroom was studied through observation and interviews with the parents and the teachers of the children with SENs in order to see how the existing teaching methods and organised activities influenced the integration of children with SENs in these ordinary classrooms. 'School' as well as 'classroom' features were also examined within the case studies. A questionnaire filled in by the head teacher gave important information. In addition, teachers' opinions about the features of school organisation which can facilitate the integration of children with SENs in ordinary schools were examined.

2.3.2. Teacher-related factors

The main teacher-related factors which were examined in previous studies were the following: teachers' gender, age, years of teaching experience, their (theoretical) knowledge about children with SENs, their contact and familiarity with children with SENs, their training in SENs and their attitudes towards other educational issues.

2.3.2.1. Teachers' gender

A number of studies report no significant differences between women and men in attitudes concerning persons with special needs (Berryman & Berryman, 1981; Donaldson & Martinson, 1977; Foley, 1978; Hannah & Pliner, 1983; Harasymiw & Horne, 1975; Hughes, 1978b; Lazar et al., 1975; Sigler & Lazar, 1976; Skrtic et al., 1978; Tringo, 1970; Wilson & Alcorn, 1969).

On the other hand, some attitude studies show females being more accepting in their attitudes towards children with special needs than males (Blackwell, 1972; Conine, 1969; Harvey & Green, 1984; Higgs, 1972; Lazar & Ernades, 1974; Rapier et al., 1972; Sigler & Noll, 1975; Winzer, 1984; Yucker et al., 1966). However, it appears premature, as Hannah & Pliner (1983) state, to associate more positive beliefs or a greater willingness to interact with the disabled to women, and to place children with SENs with female teachers more often than with males. When differences do occur, as Yucker (1977) points out, they may possibly be attributed to the influence of other variables, such as information or contact.

2.3.2.2. Teachers' age

Age of the subject has been reported by several authors to be related to attitudes (Gottlieb, 1969; Gozali, 1971; Rochester, 1972; Sigler & Noll, 1975). Berryman & Berryman (1981) found that younger teachers held significantly more favourable views concerning children with SENs than their older colleagues. On the other hand, Harvey & Green (1984) reported that older respondents felt more prepared to teach pupils with SENs, and Hughes et al. (1973) found the older teachers more positive in their feelings towards these pupils. These authors noted, however, that age and professional status were partially confounded making it impossible to determine which was the more important factor.

However, in other studies, no significant changes of attitudes have been found in relation to the age of subjects (Casey, 1978; Conine, 1969; Foley, 1978; Harasymiw & Horne, 1975; Hughes, 1978b; Sigler & Lazar, 1976; Wilson & Alcorn, 1969). Given these conflicting results, the most prudent conclusion may be that age by itself is not related to differences in attitude and that again differences should be attributed to other variables (Hannah & Pliner, 1983).

Since the findings of the previous research studies concerning the influence of teachers' gender and age were equivocal, it was decided that the sample of teachers who would

participate in the present study would be selected by random selection and no special attention would be paid during the analysis to these factors.

2.3.2.3. Years of teaching experience

The amount of experience in relation to attitude toward individuals with special needs has been examined by several authors with conflicting results. In some studies years of teaching experience have been found to be unrelated to teachers' attitudes (Blackwell, 1972; Combs & Harper, 1967; Foley, 1978; Hughes, 1978b; Johnson & Cartwright, 1979; Jordan & Proctor, 1969; Panda & Bartel, 1972; Peters, 1978; Schmidt & Nelson, 1969; Semmel, 1979; Sigler & Noll, 1975).

Some other studies have found a negative correlation between amount of teaching experience and a positive attitude towards integration. For example, the results of the studies of Mandell & Strain (1978) and Harasymiw & Horne (1975) showed that the more experience teachers had, the more negative their attitudes towards children with SENs and towards the policy of integration. These findings are in agreement with the findings of Chueca Y Mora (1985) who found that teachers with less than five years of teaching experience presented more accepting in their attitudes towards children with SENs. This finding was perceived as an indication that the competencies necessary to teach children with SENs in the ordinary classroom, which should have been introduced only recently as a part of the teachers' training curriculum, have facilitated a more positive attitude.

Taking these findings into account, it was considered that in the present study teachers' age should be examined in relation to their training in meeting SENs in order to find out if younger teachers had actually been better trained in meeting such pupils' needs.

2.3.2.4. Teachers' theoretical knowledge about children with SENs

Many investigators have concluded that to a great extent the attitudes of an individual toward something in his environment are dependent upon the amount and quality of information he /she possesses about the object, person or process (Haring et al., 1958; Harvey, 1985; Kearney & Roccio, 1956; LaBue, 1959). Hence, considerable attention has been given to the relationship between knowledge about children with SENs and attitude towards them (Baker & Gottlieb, 1980; Higgs, 1975; Johnson & Cartwright, 1979; Jordan, 1968; Jordan & Proctor, 1969; Kvaraceus, 1956; Mandell & Strain, 1978; Murphy, 1960; Murphy et al., 1960; Smart et al., 1980; Stephens & Braun, 1980).

Nevertheless, research on knowledge about children with SENs as a predictor of positive attitudes is equivocal. According to some studies it does appear that teachers who have more information about 'handicapped conditions' are more willing to teach pupils with SENs, and that lack of teacher information about children with SENs has been shown to result in negative attitudes toward these children (Stephens & Braun, 1980; Murphy, 1960; Murphy et al. 1960). Murphy (1960) and Murphy et al. (1960) found that there is at least a positive correlation between how much a teacher thinks he /she knows about a specific area of 'exceptionality' and his /her attitude of acceptance or preference concerning it.

However, Jordan & Proctor (1969) discovered no significant relationship between knowledge and a positive attitude towards integration. Similarly Semmel (1959) found no relationship between correct factual information and positive attitudes towards pupils with developmental (intellectual) disabilities among a group of classroom teachers and special class teachers because, although special teachers showed significantly greater knowledge of these disabilities compared with classroom teachers, both groups showed an equally high positive attitude score.

On the other hand, some researchers studied the influence that training programmes designed to improve teachers' knowledge on SENs had on their attitude towards these children. Johnson & Cartwright (1979) found that attitudes towards integration significantly improved as a result of only information about the disabled and as a result of a combination of information about and experience with the disabled. However, in an experimental workshop study, Haring et al (1958) reported that 'increased knowledge per se' was not found to be a significant factor in affecting modifications of teachers' attitudes towards children with SENs. They observed, however, that classroom experiences with these children, concurrent with the workshop, appeared 'to play a crucial role in the effectiveness of programmes designed to influence teachers' attitudes towards these children'.

The present study invited teachers' responses to statements concerning the evaluation of (a) their knowledge about SENs and (b) the importance of such knowledge to the successful implementation of the policy of integration. In addition, Scottish teachers were invited to respond to statements which examined their knowledge concerning issues related to SENs.

2.3.2.5. Teachers' contact and familiarity with children with SENs

Many studies have shown that exposure to and contact with individuals who present disabilities will result in a more positive attitude toward them (Anthony, 1972; Casey, 1978;



Combs & Harper, 1967; Conine, 1969; Dickie, 1967; Donaldson, 1980; Evans, 1976; Friesen, 1966; Higgs, 1972; 1975; Horne, 1979; Howarth, 1987; Jordan & Proctor, 1969; Panda & Bartel, 1972; Rumble, 1978; Shotel et al. 1972; Twitty, 1979).

Similarly, teaching experience with children with SENs and contact with them have been found as variables related to the formation of a more positive attitude (Bowman, 1986; Brooks & Bransford, 1971; Glass & Meckler, 1972; Harasymiw & Horne, 1976; Haring, 1957; Harvey, 1985; Hughes, 1978b; Jones, 1985; Mandell & Strain, 1978; Warren & Turner, 1966; Wechsler et al., 1975).

The majority of teachers who had taught pupils with SENs were found to agree that mainstreaming is beneficial to these pupils (Minner & Knutson, 1982; Ringlaben & Price, 1981). Moreover, teachers who had taught disabled pupils were found to be more favourable to them and perceived the benefits of integration as being greater than did the teachers who did not teach such pupils (Croll & Moses, 1985; Marston & Leslie, 1983; Moore & Fine, 1978; Thomas, 1985; Vacc & Kirst, 1977).

As Jones (1985) stresses, teacher attitudes and "acceptability of disablement in the classroom", are related to a certain kind of experience which in itself derives from opportunities to meet, teach, learn about the needs of the disabled and to reflect on one's own responses to these experiences. On the other hand, lack of experience in the area of special education is the main contributor to many educators' fears and prejudices (Alexander & Strain, 1978; Kraft, 1973; Payne & Murray, 1974).

Of course, previous successful experiences can influence significantly teachers' perceived confidence and success in teaching children with SENs, and many authors and investigators have stressed the significant role of perceived teachers' confidence and success in teaching children with SENs on the formation of their attitudes (Baker & Gottlieb, 1980; Gickling & Theobald, 1975; Hannah & Plinner, 1983; Harvey & Green, 1984; Larrivee & Cook, 1979; Mandell & Strain, 1978; Mitchell, 1976; Roberts & Pratt, 1987; Salend & Jones, 1983; Shotel et al., 1972; Smart et al., 1980; Stephens & Braun, 1980; Thomas, 1985; Williams & Algozzine, 1979). For example, Smart et al. (1980) found that teachers who believed themselves capable of meeting the special educational needs of low ability children in an ordinary class, and who regarded mainstreaming as advantageous for students, were less likely to refer such children for special class placement. As Hannah & Pliner (1983) state, it does appear that handicapped children will be most positively received by teachers who are confident in their teaching ability and believe they can handle these children. Given that past research seems to show clearly the importance of teachers' perceived confidence and

success in teaching children with SENs, Scottish and Greek teachers in the present study were invited to evaluate their success in meeting the needs of children in their classroom.

Contact and familiarity with children with SENs were also found as a means of modification of negative teachers' attitudes towards children with SENs and their integration in the ordinary schools. Numerous studies have found that increased exposure to handicapped students resulted in formation of more positive attitudes (Brooks & Bransford, 1971; Condell & Tonn, 1965; Glass & Meckler, 1972; Haring, 1957; Higgs, 1975; Proctor, 1967; Yates, 1973). Haring et al. (1958) in a comprehensive study concluded that, although information was not effective in improving teachers' attitudes, contact was. This conclusion is supported by Gottlieb (1973) in a study on attitudes towards the 'mentally retarded'.

From the above review of the literature it can be concluded that the more contact teachers have had with pupils with SENs the greater the probability that they display favourable attitudes towards these pupils and towards their integration in ordinary schools.

2.3.2.6. Attendance of teacher training courses in special education

Attending courses in special education aimed at increasing knowledge about integration and about children with SENs has extensively been found to be related to positive attitudes toward children with SENs and their integration in ordinary schools, whether courses are pre-service or in-service (Alexander & Strain, 1978; Brooks & Bransford, 1971; Center, 1987; Clark, 1976; DeLeo, 1976; Drake, 1977; French & Henderson, 1984; Frith & Lindsey, 1981; Harvey, 1985; Harvey & Green, 1984; Ingram, 1976; Lane, 1976; Mandell & Strain, 1978; Payne & Murray, 1974; Peters, 1978; Stephens & Braun, 1980; Vacc & Kirst, 1977), and only two studies did not agree with this finding (Harasymiw and Horne, 1976; Panda and Bartel, 1972). Harasymiw and Horne (1976) found that whilst teachers following a course in special education expressed more liberal opinions about the manageability of children with SENs, their basic attitudes towards disability and integration did not change. These findings are in agreement with those of the study of Panda & Bartel (1972) which were not supportive of the expectation that teachers with specific experience and specialized training would perceive children with SENs in a relatively favourable way compared with teachers having no such specific experience and training.

On the other hand, one significant source of negative teachers' attitudes toward integration may be their feeling that they are not appropriately equipped to teach children with SENs (Center & Ward, 1987; Major, 1961; Stephens & Braun, 1980) and, for this reason, they are positive about integrating only those children whose disabling characteristics are not likely to

require extra instructional or management skills on the part of the teacher (Center & Ward, 1987).

Taking into account the results of the above studies concerning teachers' training in issues of special education and its influence on their attitudes towards integration, it was considered that in the present study information should be gathered about the training courses in special education which had been attended by the teachers who participated in the study. Moreover the teachers' opinions about the importance of the role of training which includes both theory and practice were considered to be of interest.

Teacher training courses were also reported as an effective means for the modification of the negative attitudes of teachers towards children with SENs and towards the integration of these children (Alexander & Strain, 1978; Anthony, 1972; Baker & Gottlieb, 1980; Dunn, 1973; Harasymiw & Horne, 1976; Larrivee, 1981; Stephens & Braun, 1980). For example, Leyser & Abrams (1983) reported that short summer training sessions were found to be effective in increasing the willingness of teachers to teach the 'mildly handicapped' in their ordinary classroom. In addition, other projects which involved teachers in much more extensive training programmes were reported to be effective in improving attitudes (e.g. the project of Carlson & Potter, 1972). It is also worth mentioning that in the United Kingdom the use of in-service training packages and the use of the 'pyramid in-service training model' - or 'multiplier systems' (Bowman, 1986) - appeared to be useful for the dissemination of information about special educational needs (Jewell & Feiler, 1985; Harasymiw and Horne, 1976).

2.3.2.7. Teachers' attitudes towards other educational issues

As Dessent (1987) maintains, whole school approaches to meeting special needs begin and end with questions of value, philosophy and the attitude of teachers and head teachers. A teacher's general philosophy in relation to mainstreaming will normally reflect his/her attitude towards the purpose of special education, perception of the nature and special needs of pupils with disabilities, together with feelings and reactions based on previous experience and knowledge gained (Hadfield, 1985).

According to Baker & Gottlieb (1980), teachers' beliefs concerning the advantages and disadvantages of different educational placements for children with SENs and their attitudes towards other teaching - related matters may be important components of their attitudes toward the integration of these children. For example, the findings of the Project PRIME which were reviewed by Baker & Gottlieb (1980) suggested that teachers who consider maintaining a high level of structure and control in the classroom, or who strongly believe in

traditional authoritarian conceptions of education, are unlikely to favour integration for children with developmental (intellectual) disabilities.

These findings from previous studies suggested that in the present study teachers' attitudes towards other educational issues should be examined as they could influence their attitudes towards the integration of children with SENs in the ordinary schools. Thus in the questionnaire of the present study teachers were invited to respond to statements concerning the importance of certain teaching aims, teaching methods and teachers' qualities.

2.4. Summary of the findings of the review of the literature and implications for the design of the present study

From the present review of the literature it is obvious that teachers' attitudes are influenced by many factors. While these factors can be viewed as interactive, the degree to which each has an impact on development of a positive attitude towards integration is not clear (Larrivee, 1981). In other words, there are 'little conclusive results' (Harasymiw & Horne, 1975) from attempts to relate teachers' attitudes towards the practice of integration to certain factors, and 'the significance of the variables of attitude formation and maintenance remains imprecise' (Winzer, 1984). The only factors which seem consistently and significantly to be correlated with teachers' attitudes towards integration are the availability of support services, teachers' perceived confidence and success in teaching children with SENs, and the contact with these children.

Moreover, the literature review revealed the need for a clear definition of special educational needs. For this reason, it was decided that in the teachers' questionnaire of the present study such a definition should be included in order to ensure that all the respondents viewed special educational needs in the same way.

Finally, it was realised that the research which has been done in a cross-cultural basis on teachers' attitudes towards integration of children with SENs in ordinary schools was very limited. Therefore, the present study which was intended to examine attitudes of teachers from two quite different educational contexts (i.e. that of Scotland and that of Greece) could be of great importance, since it might reveal how teachers' attitudes are related to particular educational and cultural context.

CHAPTER THREE

METHODOLOGY

In this chapter, which is in five sections, the approaches to the enquiry will be described. In the first section the rationale for adopting a combination of quantitative and qualitative research methods is discussed. The second section refers to the piloting of the research instruments. In the third section the research instruments which were used in the final study are described. The fourth section explains the sampling procedures. Finally, in the last section reference is made to the response rates.

3.1. Rationale for combination of quantitative and qualitative research methods

There has been extensive debate about the use of the quantitative and qualitative research approaches, and these two approaches have been criticized from both an epistemological and a technical aspect.

From an epistemological aspect, different research approaches derive from different philosophical claims about the way in which the world is known to us. Here reference should be made to the two major themes which have characterised the history of social science: (a) the positivist orthodoxy and (b) the 'interpretivist' conception (Hughes, 1990). As Bryman (1988, p.18) stresses, quantitative research is conventionally believed to be positivist in conception and orientation. According to the followers of positivism, reality consists in what is available to the senses, and the natural and human sciences share common logical and methodological foundations. Positivism recognised only two forms of knowledge as having any claims to the status of knowledge: the empirical and the logical; the former is represented by natural science and the latter by logic and mathematics. Conversely, in the case of the interpretivist conception emphasis is placed 'on the way in which the social world, and in some versions one could also add the natural world, was created in and through the meaning that the human beings used to make sense of the world around them' (Hughes, 1990, p.148). Such a conception supports qualitative research methods.

However, it should be said that both these philosophical approaches have been criticized for the problems they contain. Hughes (1990) clarifies the point thus: in the case of positivism problems have to do with the notion of a neutral observation language, the nature of theory

itself, the relationship of theory to data and the problem of induction, the nature of social wholes and the problem of aligning a scientific, especially mathematical language with that used by persons in the construction of their ordinary conceptions of the world in which they live. For interpretivist conception on the other hand, difficulties centred around the nature of understanding and its criteria, social and cultural relativism, and the relationship between actors' conceptions and those of an observer.

From a technical aspect, researching a problem is 'a matter of using the skills and techniques appropriate to do the job required within the limits set: a matter of finely judging the ability of a particular research tool to provide the data required' (Hughes, 1990, p.11). According to Yin (1989), who seems to look at the technical aspect of these two research approaches, the first and most important condition for differentiating among the various research strategies is to identify the type of research question being asked. He says (p.19):

... 'what' question may either be exploratory (in which case any of the strategies could be used) or about prevalence (in which surveys or the analysis of archival records would be favoured). 'How' and 'why' questions are likely to favour the use of case studies, experiments and histories.

For the purpose of the present study the use of research methods will be viewed as a technical matter, taking into account the limitations and problems which exist in the two epistemological claims which were mentioned above (i.e., the positivism and the interpretivist conception) and, therefore, into the use of only quantitative or qualitative research methods.

As the technical aspect of the debate has allowed the solution of combination of quantitative and qualitative research - (Bryman (1988) describes the ways in which quantitative and qualitative research have been combined in a number of studies) -, it was considered better for the present study to use both quantitative and qualitative research methods. As Thomson et al. (1989) assert, this combination of quantitative and qualitative approaches is used increasingly in social and educational research because of its potential to reveal patterns and trends whilst at the same time opening up the 'black box' of educational systems. According to Corrie & Zaklukiewicz (1985) qualitative approaches can reveal 'the actor's perspective' while quantitative approaches can help the researcher to view events 'from the outside'. The complementary nature of quantitative and qualitative research approaches is also stressed by Bryman (1988, p.147) who argues that qualitative research allows the investigator to 'flesh out' the meaning of findings established through quantitative methods. Considering that such a combination of methodologies could be the best way to answer the research questions of the present study, it was decided that a survey method (the distribution of a questionnaire to a sample of Scottish and Greek primary teachers) would be the most appropriate method for gathering quantitative data of a macro-level. In addition, it was

considered that the method of case-studies would be useful for gathering qualitative data of a micro-level which would help the interpretation of the quantitative data and would shed light on:

- (a) the behaviour and the opinion of a few teachers of the sample towards the children with SENs who were placed in their classroom;
- (b) the behaviour and the opinion of the child with SENs about his/her teacher;
- (c) the relationships of the child with SENs with the other children;
- (d) the opinion of the parents of the child with SENs about the situation of their child in the school; and
- (e) generally, the degree of success in integrating pupils with SENs in ordinary schools.

In other words, the qualitative data were expected to assist the interpretation of the results from the analysis of the quantitative data. Moreover, it must be said that, since the sample of primary teachers who participated in the survey was not very large, the results should be treated with caution, because the responses of the teachers of the sample may not always be representative of the whole primary teacher population. However, they could indicate interesting educational issues concerning integration of children with SENs in ordinary schools.

3.2. Piloting of the research instruments

Before the data of the main study were collected, a pilot study took place both in Scotland and Greece. The purpose of the pilot study was:

- (a) to gain a sense of the educational practice which is related to integration of children with SENs in ordinary schools in the two educational systems;
- (b) to gain a sense of the prevailing teacher attitudes toward integration of children with SENs in ordinary schools;
- (c) to test the extent to which the questions of the questionnaire were understandable and could be answered by all the teachers; and
- (d) to study the ways in which the case studies could be conducted.

For the purpose of the pilot study in Scotland and Greece a questionnaire for the demographic data of a few primary teachers, and open questions for semi-structured interviews with them, were prepared. The questionnaires for the demographic data of teachers and the questions of the semi-structured interviews were the same for Scottish and Greek teachers. Only two questions of the semi-structured interviews did not apply to the case of Greek teachers (see appendix 1, 2).

At the stage of the pilot study in Scotland two ordinary Scottish primary schools were visited in March and April 1990. Eleven teachers (three male and eight female) from these two primary Scottish schools were interviewed after they filled in the questionnaire which was concerned with their demographic data (i.e. gender, age, teaching experience, number of children in the classroom, children with SENs in the classroom and teachers' training in Special Education)(see appendix 1 & 2).

The semi-structured interviews I had with the Scottish teachers gave me the opportunity to hear teachers' opinions about several educational issues related to integration of children with SENs in ordinary schools (see appendix 3). More specifically, the questions of the interview referred to:

- teachers' attitudes towards integration;
- teachers' knowledge on educational issues;
- teaching approaches and aims of teaching; and
- support services for children with SENs.

Next, the final questionnaire was created following a logical way of grouping the questions (see the following section). Then, it was again distributed to a group of teachers who attended an MEd course. These teachers were asked to comment on the questions of the formed questionnaire. After taking into account their comments and the comments of an adviser for learning support, some modifications took place and the final form of the questionnaire for the main study was prepared (see appendix 3).

Moreover, when I distributed the questionnaire of the pilot study to the teachers of two Scottish schools I had the opportunity to enter many classrooms of these two schools and to observe children with SENs (mainly learning difficulties) during the time they were taught by their teacher or while they were dealing with various activities. That was very good for me because it gave me the opportunity to be in contact with the Scottish educational system, i.e., the school environment, the curriculum and the teaching methods which are followed by teachers. It also greatly helped me to take decisions about the way I would collect the data for the case studies.

Since in Scottish primary schools children are usually taught in groups, I realised that it would be impossible for me to sit in a corner of the classroom as a non-participant observer, because I would not be always able to hear the voice of the children and the teacher. Moreover, it would be rather strange for the children to see me going around observing them without speaking or without doing anything. So, it was decided that participant observation would be

a convenient and appropriate approach which would give me the opportunity to study children's and teachers' behaviour in Scottish schools.

However, in Greece the situation was quite different. There, a non participant observation had to be followed for the following reasons:

- in all Greek schools whole-class teaching methods are adopted;
- since co-operative teaching does not take place in Greek schools, I could not play the role of a second teacher in the classroom; and
- it would be difficult for the teacher and the children to concentrate, if I went around in the classroom while a lesson was in progress.

The pilot study in Greece took place during the second week of January 1990. In that time four primary schools in Athens (one of which had a special class and a teacher of special education for children with SENs) were visited. In each school there was a teacher I knew who brought me in contact with the head teacher of the school. Fortunately, all the head teachers were very helpful to me and they let me distribute my questionnaire and have interviews with those of the teachers who were willing to participate.

Twenty three Greek teachers participated in the pilot study. As with the Scottish teachers, they filled in the questionnaire which referred to their demographic data and, then, they were interviewed (see appendix 1, 2).

Obviously, all the information I got from the interviews was very useful for the composition of the questionnaire which would be used for the main study (see appendix 4). More specifically, this pilot study gave me the opportunity to realise that a definition of the term 'special educational needs' would be necessary for the main questionnaire. In addition, I obtained information about the available support services and the existence of teachers' training courses in special education in Greece.

Finally, although many questions which existed in the British questionnaire were not applicable to the Greek questionnaire, and vice-versa, due to the existence of significant differences between the Scottish and the Greek educational system, the majority of the questions in the Scottish and Greek questionnaires were the same in order to allow for the comparison between the answers of Scottish and Greek teachers.

When the questionnaires were piloted and some changes had been made, the final questionnaire for Scottish and Greek teachers was constructed. In the following section the construction of this questionnaire is described.

Before the description of the research instruments is given, the time when the data collection of the pilot and the main study took place is described in the following table.

Research Activity	Scotland	Greece
Pilot study	March /April 1990	Jan. 1990
Distribution and collection of questionnaires	Aug. /Sep. 1990	Sep. /Oct. /Nov. 1990
Collection of data for case studies	Feb. /Mar. /Apr. 1991	Sep. /Oct. /Nov. 1990

TABLE 3.1.: Time of data collection

3.3. Description of the research instruments which were used in the final study

3.3.1. Description of the questionnaire

As has already been mentioned, the Scottish and Greek questionnaires were similar but not identical. Apart from the difference in language, some questions in the Scottish questionnaires did not exist in Greek questionnaires, and vice versa. This happened because the pilot study showed that those questions were not applicable in one or the other context. These were mainly questions which referred to support services. Moreover, it must be mentioned that because the distribution and the collection of the Scottish questionnaires took place before the distribution and collection of the Greek questionnaires, the collected data from the Scottish questionnaires indicated some additions or alterations which should be made to the Greek questionnaires.

However, although some slight differences existed between the Scottish and Greek questionnaires, they were constructed in a similar way. All the questions of the questionnaire were 'closed' and space was provided for comments at the end of every part of the questionnaire (see appendix 3&4). These comments were used together with the data of case studies as qualitative data which helped the interpretation of the quantitative data.

The covering letter was identical for Scottish and Greek questionnaires. In that letter, the significance of teachers' attitudes to successful implementation of integration was stressed,

and teachers were invited to complete the questionnaire in order to contribute to the study of these attitudes.

The first part of the questionnaire was concerned with the respondents' demographic data. Teachers were invited to answer questions about their gender, teaching experience, age, grade level at which they taught, number of children in their class, number of children with SENs in their class and the nature of their special educational needs. That information was considered important, since differences in the characteristics of the sample of the Scottish and Greek teachers could influence the interpretation of the results. In the first part of the questionnaire the definition of SENs was also given.

The second part was composed of five statements concerned with attitudes towards integration of children with SENs in ordinary schools. The last of those questions referred to teachers' attitudes towards different general categories of disabilities (i.e. developmental disabilities, physical disabilities, sensory disabilities, behaviour and emotional problems, and problems in speech and language). It should be mentioned here that there was an intentional avoidance of asking teachers' response to an extensive list of different kinds of disabilities because it was thought that

- (a) such a part would add much more volume to the questionnaire, which could influence teachers' willingness to fill it in, i.e. it could reduce the response rates;
- (b) the intention was to gain a sense of the teachers' general attitude towards integration of children with disabilities of the whole continuum in ordinary schools; and
- (c) it was considered that if the level of disability was an important factor which could influence teachers' attitudes towards integration, it would appear in the form of teachers' comments at the end of this part of the questionnaire.

The third part of the questionnaire was composed of statements about teaching aims. The intention was to check if there were differences in the teaching aims of Scottish and Greek teachers which could influence teachers' attitudes towards integration.

The fourth part was concerned with teachers' knowledge about SENs. In that section there was a part in the Scottish questionnaires only which checked the awareness of Scottish teachers concerning (a) legislation relevant to SENs and (b) the meaning of the terms 'referral' and 'recording'. Then, both Scottish and Greek teachers had to respond to statements which referred to the sufficiency of their knowledge in special educational needs, the significance for ordinary teachers of specialised knowledge on special needs, and the willingness of teachers to learn more about the characteristics of children with SENs. One question in that section was concerned with the appropriate teachers' skills for integrating children with SENs

in ordinary schools. Moreover, that part referred to the way in which the appropriate teaching skills for teaching children with SENs could be acquired.

The fifth part was composed of statements which invited the respondents to give information about the existing support services and to evaluate them. This part was expanded more in the Scottish questionnaires, since in Scotland there are many more support services compared with Greece. Therefore, Scottish teachers were asked to evaluate those services, drawing from their experience in their own school.

The aim of the sixth part of the questionnaire was to gather information about teachers' training in Special Education.

In the seventh part the teachers were asked to evaluate their success in meeting the special educational needs of the children in their classroom.

Finally, the eighth part of the questionnaire sought teachers' responses to statements concerning essential features of school organisation for facilitating the integration of children with SENs.

Before the description of the procedures and instruments which were used for the collection of data for case studies it must be mentioned that the research instruments which were finally used were different for the case studies in Scotland and the case studies in Greece. The reason for this was that the conditions for conducting the case studies were different in Scotland and Greece.

These differences in the conditions and the research instruments are underlined in the following table.

C O N D I T I O N S		Influence of conditions on research methods
S c o t l a n d	G r e e c e	
teaching in groups for most of the teaching time	whole-class teaching	• type of observation
co-operative teaching may take place	no co-operative teaching takes place	
there is some familiarity with educational research	there is not familiarity with educational research	• interviews with teachers, children with SENs and their parents; • distribution of sociometric tests
existence of a formal system of identification and assessment of special needs	lack of a system of identification and assessment of special needs	• access to children's files

TABLE 3.2.: Different conditions in the two contexts (Scotland and Greece) which influenced the research instruments which were used in each context.

So, the data for the Scottish case studies stemmed from the following sources:

- (a) a participant observation for six weeks (once a week);
- (b) the questionnaire which had been filled in by the teacher;
- (c) a questionnaire filled in by the head teacher of the school about the staffing and the educational resources of the school (see appendix 5);
- (d) the interview with the teacher (see appendix 6.1);
- (e) the interview with the child (see appendix 6.2);
- (f) the interview with the parent(s) of the child (see appendix 6.3);
- (g) the sociometric tests which were distributed to all the children of the classroom where observation took place (see appendix 7); and
- (h) the files of the children with SENs of the case studies which were kept by the Psychological Services.

The data from the case studies in Scotland were collected during February, March and April 1991. After the subjects for the case studies had been chosen (see the following section

about the sampling procedures), six visits (one per week) to every classroom took place. During all these times participant observation took place in the classroom.

The first two visits lasted just 1-2 hours each and they were intended to gain familiarity with the students and the teacher of the classroom. The remaining four visits were longer (3-4 school hours each). During the third or fourth visit the sociometric test was distributed to be filled in by all the children in the classroom. Also, during the last visit to the school, a semi-structured interview with the teacher took place during break time.

When the visits to the schools had finished, the child with SENs and his/her parents were interviewed. Then, visits to the Psychological Services took place and the files of the children of the case studies were studied.

Unfortunately, however, the sources of data for the Greek case studies were much fewer. Specifically, the data for every case study were gathered from the following sources:

- (a) a non participant observation which took place for four weeks (once a week);
- (b) the questionnaire which was filled in by the teacher (unfortunately, for two of the case studies the questionnaires were not returned); and
- (c) informal conversation with the teachers.

There were no other sources for the Greek case studies because as has already been mentioned

- the time was limited;
- the Greek teachers are not sensitized to educational research and they did not appear willing to offer some of their free time for an interview or the distribution of a sociometric test in the classroom, and, so, I had been accepted in the classroom provided that I would not interfere in the every day routine;
- it appeared that the teachers did not feel comfortable having an observer in their classroom for a long time, even if they knew that the subject for observation was the child with SENs;
- it appeared very difficult to arrange a meeting with the parents of the child with SENs and the child him/herself in their home.

In summary of the description given in the last two pages, the research procedures used in the Scottish and the Greek case studies are presented in the following table.

Scotland	Greece
teachers' questionnaires	
participant observation	non-participant observation
interview with the teacher	informal discussion with the teacher
interview with the child with SENs and his/her parents	N/A
sociometric test	N/A
head teacher's questionnaire	N/A
examination of the file of the child with SENs	N/A

TABLE 3.3.: Sources where the data for the case studies stemmed from

In the following subsections, first, the programme for participant observation in Scotland and non-participant observation in Greece will be described.

3.3.2. Description of the participant observation in Scottish classrooms

As has already been mentioned, the way in which the desks are arranged in the Scottish primary schools (in groups) and the method of group teaching which is followed in almost every Scottish school were more suitable for participant rather than non-participant observation.

The teachers knew that I observed a child with SENs in their classroom to obtain an impression of his/her academic and social integration. The fact that I also observed the behaviour of the teacher toward the child was not mentioned to them, because it was considered that, if they did not know, their behaviour would be more 'natural'. In addition, the teachers introduced me to the children of their classroom as a person from another country who would like to learn more about the Scottish educational system. So, teachers and children were very friendly and willing to show me the way they worked and the educational material they used. Thus, I had the opportunity to be 'naturally' in contact with the child with SENs.

The observation was unstructured. I worked with different groups of children and, of course, with the child with SENs. When it was possible, I tried to record the dyadic contacts between the classroom teacher and the child with SENs, and the dyadic contacts between the classroom teacher and other children in the classroom in order to ascertain whether there

were significant differences in the way the teacher behaved towards different children in the classroom.

Apart from the verbal communication between the classroom teacher and the child with SENs (and the other children) the 'body language' and the overall behaviour (a) of the child with SENs towards his/her teacher and peers; and (b) of the teacher towards the child with SENs and the other children were observed.

Finally, it was decided that all these data would be reported in an informal way, where appropriate, in order to shed light on the quantitative data of the questionnaires.

3.3.3. Description of the non-participant observation in Greek classrooms

The intention of the non-participant observation in Greek primary classrooms where one at least child with SENs existed was the same as that of participant observation in Scotland, i.e., to observe the relationship of the teacher with the child with SENs, the behaviour of the teacher towards the child with SENs, the teaching methods which were used for meeting the needs of the child, the relation of the child with his/her peers, and, generally, the extent to which the social and academic integration was successful.

However, as happened with the case studies in Scotland, the head teachers and the classroom teachers had been told that I was interested in observing mainly the child with SENs, his/her behaviour in the classroom, and his/her relationships with the other children. Moreover, the children of the classroom had been told by the teacher that I was there to see how the Greek pupils work, and to obtain an impression of the contemporary Greek educational system.

For observing I sat at the back part of the classroom, where I could not be seen by the children, due to the arrangement of the desks in the Greek classrooms (see chapter about the educational system in Greece). In the beginning, I tried to take notes of the things I found interesting, but I stopped doing so when I realised that the teachers did not feel at ease. So, I just observed and 'put in my mind' what was worth noticing, and I wrote it down after I had finished the observation.

3.3.4. Description of the interviews

Since the use of interviews could 'enhance the scope and the breadth of the participant observation research' (Bryman.1988), in the present study interviews with the classroom

teachers, the children with SENs and the parents of those children for every case study constituted another important source of data.

As has already been mentioned, these interviews took place in the Scottish case studies only and they were semi-structured. They served the purpose of giving the opportunity to individual teachers, children with SENs and parents of those children to express their opinion about integration and about the whole educational system. These opinions and comments were expected to be very helpful in the interpretation of the quantitative data and to provide a deep understanding of the way in which the Scottish educational system works in relation to the implementation of the policy of integration. In the following two subsections reference is made to the conditions under which these interviews took place and to their content.

3.3.4.1. The interview with the classroom teacher

Apart from the informal discussions I had with the classroom teacher of every case study during break time every time I visited the school, the last time I went for data collection at the school I arranged to have a semi-structured interview with the classroom teacher. That interview was tape recorded for three of the five cases of teachers, since two teachers did not feel comfortable with the idea of being recorded. Therefore, the responses of these two teachers, were written down immediately after the interview, while the recorded responses of the other three teachers were transcribed afterwards.

During the time of the formal interview teachers were asked to express again their opinion about integration, the whole educational system in relation to integration, the existent support services, and the teaching strategies they adopted with children with SENs (see appendix 6.1).

3.3.4.2. The interview with the child with SENs and his/her parents

After I finished my visits to the school I arranged an appointment with the parents of the child with SENs. They were aware of the purpose of my study (i.e., that I studied the implementation of the policy of integration of children with SENs in ordinary schools) before I started the collection of the data of the case studies and they agreed to participate in my study (that was a condition for choosing them and their children as subjects of my case studies). So, a meeting with them took place in their home. In only one case did I have the opportunity to talk with both of the child's parents. In the remaining cases only the mother was at home when I visited them. An interview with the parent(s) took place while the child was not present. At

that time the parents spoke about the history of the special needs of their children, about the process of meeting the needs of their children, and expressed their opinion about the educational system (see appendix 6.3 of semi-structured interview with parents).

Before the child was interviewed, I explained to him/her that I was very interested in seeing how the educational system works in Scotland, and, for that reason, it would be very good for me to hear the opinion of some children and their parents. Then, I had the opportunity to hear the children speaking about the things they liked in their school and the things they found difficult (see appendix 6.2 about an interview with the child with SENs). The interviews with the children with SENs and their parents were recorded and transcribed afterwards. Finally, it must be mentioned that all the parents and the children were very friendly with me and they were willing to share their opinions with me.

3.3.5. Description of the sociometric test

For the purpose of the study it was decided to use sociometric tests in order to examine the relationships between the children with SENs and their peers, and, therefore, the extent to which the child with SENs was socially integrated. The sociometric test which was created by Northway and Weld (1957, p.9) was considered appropriate for our study because it was easily distributed, filled in and analysed. That sociometric test (see appendix 7) consisted of three questions which referred to the names of children with whom the respondent child would like to associate in various school situations (i.e., playing in the playground, sitting near in the classroom, and sitting near at music or games time). In other words, every child was asked to choose three of his/her class mates with whom they would like to associate in the three school occasions mentioned above.

The distribution of the sociometric test took place during the third or the fourth time I visited the school. Before the distribution of the sociometric tests I had a chat with the classroom teacher during break time and I explained to him/her the purpose of that test and how important it would be for me to have the answers of these tests. At that time I stressed that it would be important for the children to know that filling in such a test would serve a purpose (e.g. the purpose of being put together in groups for different activities) and that their answers would be confidential.

So before the sociometric tests were distributed in the classroom, the teacher made an introduction and presented them as an activity which would be useful for him/her in putting children in groups for different activities. Furthermore, the aspect of confidentiality was stressed. Then, the sociometric tests were distributed to the children. It should be said that

some children with learning difficulties of primary three /primary four needed to be helped in order to fill in their test because of their learning difficulties. After the sociometric tests had been completed, they were collected by the teacher and myself.

In the conduct of the analysis, the data were put in tables and the results shown to the classroom teacher who expressed his/her opinion about their interpretation. The results of these sociometric tests are shown in the chapter of qualitative analysis as complementary to the data of participant observation and the interviews concerning the social integration of the child.

3.3.6. Description of the questionnaire which was filled in by the head teacher

In every Scottish school where a case of a child with SENs was studied a questionnaire was given to the head teacher of the school. This questionnaire was intended to gather data about the school environment, the socio-economic status of the children who studied in the school and the staffing of the school (see appendix 5).

3.3.7. Access to the files of the children with SENs

As clarified in the section about sampling procedures, one of the criteria for choosing the child with SENs who would be studied was the existence of a file of that child in the psychological services (i.e., that child should be either referred or referred and recorded). It was considered that examination of the files of the children after completing the data collection from the case studies would allow for comparison of the information which would have been gathered from different sources, and for a wider understanding of the way in which the special needs of the child were met.

3.4. Sampling procedures

In this section the sampling procedures will be described. The sample of primary teachers who answered the questionnaires and participated in the case studies was drawn from two comparable urban contexts in Scotland and Greece with a quite different educational system: in Scotland there are several education authorities, while in Greece the educational system is highly centralised and universal (see chapter one).

It was decided that the sample of teachers of the present study should be composed of primary teachers only, for two reasons:

- First, in Greece the treatment of SENs is more developed in the primary level of Education, as it is accepted in Circular C6/143 (12.4.1983), and as it is shown in table 3.4. where the data about the number of (a) school units of special education, and (b) the students who study in them are presented, as they were published by the Ministry of Education and Religion (1992, p.17).

Educational level	Number of school units of Special Education	Pupils
A. Elementary Education		
1. Kindergartens	37	125
2. Primary schools	133	2,940
3. Special classes in ordinary schools	515	8,750
Total	685	11,815
B. Secondary Education		
1. Gymnasias	7	180
2. Lyceums	5	152
3. Vocational schools	4	204
4. Special courses	5	32
Total	21	568
General Total	706*	12,383

TABLE 3.4.: Number of school units of Special Education and pupils who attended them in 1991 in Greece.

* All the above school units belong to the state except for 9 special primary schools and two special vocational schools. All these are supervised by the Ministry of Education.

- Second, it is generally accepted that it is very important to identify and meet SENs as early as possible. Therefore, studying primary teachers' attitudes towards integration of children with SENs in ordinary schools, and the

3.4.1. The teachers who filled in the questionnaire

In Scotland

From the catalogues of the Scottish primary state schools of one Region of Scotland, 15 schools were chosen by random selection. The names of those schools and the objectives of the study were sent to the Department of Education of the Regional Council and, then, after I obtained permission for conducting my study, the head teachers of those schools received a letter from the Regional Council informing them of my research study. Consequently, when, after some days, I contacted the head teachers of those schools, they were already aware of my research study and arranged for me to visit their school to distribute my questionnaire to the teachers. Only two head teachers did not agree to participate at my research because of 'the pressure of time' in that particular time of the school year. As a result, two other schools were selected randomly to replace them.

Thus, after the above procedure took place, at the end of August - beginning of September 1990, I presented my questionnaire to the teachers of the selected schools during break time or a staff meeting and I stressed how valuable their participation would be. Then, after one or two weeks, I went back to collect the completed questionnaires. For some schools I had to go back another time because the teachers who were willing to complete the questionnaire had forgotten to do so.

In Greece

For the distribution of the questionnaires to the teachers of a sample of primary state schools, the schools were selected from the catalogues of primary state schools of the prefecture of Attiki. To select a sample which was representative of the population, schools from the four municipalities of the province of Attiki (east Attiki, west Attiki, Athens and Piraeus) were selected. There was a two - steps procedure for drawing the sample:

- (a) the schools were selected by the method of stratification, i.e. the same number of schools was selected by random selection from every one of the four municipalities of Attiki; and
- (b) since there was an interest for comparing the work of the Scottish learning support teachers (at least one learning support teacher works in every Scottish school) with that of the Greek special teachers (only in the 5.7 per cent of the Greek primary state schools a special teacher is employed, see also chapter 4, section 4.3.4) , it was decided that half of the schools of the sample should be schools with a special classroom. Thus, half of the selected schools of every municipality were substituted

by schools with a special classroom from the same municipality, when it had not been done with random selection.

Then I telephoned the head teachers of those schools and asked for an appointment in order to give them explanations about my research study. Most of them let me introduce my questionnaire to the staff and ask the classroom teachers to fill it in. Actually, everything that was attained was due to the personal contact I had with the head teachers and the classroom teachers and their good will. There were some teachers and head teachers who showed indifference about my study, but, fortunately there were also teachers who were very helpful to me. Finally, the questionnaires were distributed to the teachers of 16 primary state schools who were willing to participate.

3.4.2. Selection of the cases of children with SENs

In Scotland

After the questionnaires were collected, the statement which referred to the existence of children with SENs in the respondent's classroom was examined. Then, some interesting cases of children with SENs were identified. The head teachers of the schools were subsequently contacted again and asked to check if the children who had been identified were referred to the psychological services. Only the cases of referred children were selected in order to have the opportunity to have access to their files. After that, the head teachers of the schools contacted the parents of the identified children and, after they spoke to them about my research study, they asked them if they would be willing to let me have access to their children's files and have an interview with them and their child. Thus, after the permission of the parents had been taken, the classroom teachers of the children with SENs who had been identified for the case studies were contacted and asked if they would like to have me in their classroom as a participant observer of the social and academic integration of the child with SENs. The parents of two children who had been referred for behaviour and emotional problems and had been initially chosen as the subjects of two case studies did not agree to participate in the research study. Moreover, although almost all the head teachers were very kind and helpful to me, one head teacher refused to help me to identify a child with SENs, without giving me any explanation. Finally, I had five cases for study.

In Greece

Since there was not enough time to gather the questionnaires first, and, then, to look at the question of the children with SENs in the classroom and the kind of those needs, I contacted some school advisers responsible for different parts of the prefecture of Attiki, and I asked them to help me to identify some teachers who had one child with SENs in their classroom. So, some of them introduced me to the teachers of some schools they were responsible for, and, after I talked with them, I identified some interesting cases of children with SENs in some classrooms. Then, I selected the cases of teachers who would agree to have me as a non-participant observer in their classroom, 2-3 hours per week for four weeks. So, again I had five cases for study. The questionnaire of the main study was also distributed to the staff of the school where a case study took place. Unfortunately, the teachers of two case-studies did not return the questionnaire to me.

3.5. Response rates

From 150 questionnaires which were distributed in Scotland 94 were collected back (62.6%), and from 162 questionnaires which were distributed in Greece 106 were collected back (65.4%).

Then, it was decided that three of them (one British and two Greek) should not be taken into account for analysis because they were carelessly filled in. However, this extraction did not influence very much the response rates (62% for Scottish questionnaires and 64,1% for Greek) (see table for response rates).

Nation	Distributed Questionnaires	Collected Questionnaires	Response Rates
Scotland	150	94/93	62.6% / 62.0%
Greece	162	106/104	65.4% / 64.1%

TABLE 3.5.: Response rates

More analytically, the questionnaires were distributed to 31 primary state schools (15 Scottish and 16 Greek) and the response rates for every school are described in the following table.

Code number of school	Scottish Schools		Greek Schools	
	distributed questionnaires	collected questionnaires	distributed questionnaires	collected questionnaires
1	14	7	13	13
2	15	7	15	7
3	12	8	15	9
4	12	4	9	8/7*
5	7	2	8	5
6	14	9	8	5
7	4	4	10	6
8	7	7	10	6
9	5	5	9	2
10	10	5	7	1
11	12	4	9	6
12	7	6	12	12
13	10	8/7*	10	8
14	9	9	10	10
15	12	9	7	3
16			10	5/4*
Total	150	94/93*	162	106/104*

TABLE 3.6.: Response rates for every school

* Numbers after the extraction of carelessly completed questionnaire(s)

The procedure of the quantitative analysis of the questionnaires will be described in the following chapter.

CHAPTER FOUR

QUANTITATIVE DATA ANALYSIS

In the following chapters the way in which the analysis of the quantitative and qualitative data of this study was conducted will be described, and the main results of this analysis will be presented. Finally, interesting issues which arose from both the quantitative and the qualitative analysis will be discussed.

First this chapter describes the way in which the quantitative analysis of the data of the questionnaires was conducted. Then, the most important results which arose from that analysis are presented and supported, where possible, by teachers' comments concerning their responses.

4.1. The procedure of quantitative analysis

In the beginning the gathered data were coded (see appendix 9 for coding manual) and entered into a data base for analysis. The analysis was conducted using the SPSS statistical program for the Macintosh. First, recoding for some items took place to eliminate the missing values and to reduce the number of some value labels. Then the frequencies and descriptive statistics were computed for the items which referred to the demographic characteristics of the sample of Greek and Scottish teachers which was drawn from the population of these teachers. It is considered useful to present these characteristics of the sample of Scottish and Greek teachers, because significant differences in the characteristics of these two groups may influence the results of the analysis. These characteristics are presented at the beginning of the next section.

Since the main purpose of this study was to draw a comparison of attitudes of Scottish and Greek teachers towards integration, and the examination of the factors which may influence those attitudes and the whole implementation of integration, it was considered better to follow a clearly structured logical analysis of the data of the questionnaire. The following two factors contributed towards that decision:

- (a) As described in chapter three, the questionnaire, which was distributed to the sample of Scottish and Greek teachers, was structured in a logical way and

was divided into thematic categories. Therefore it was considered convenient to group the items according to these thematic categories;

- (b) Since the sample was not too large for being representative of the whole population, the grouping of the items seemed more appropriate - compared with factor analysis - for the statistical analysis of the items.

Initially, the items which were common to both Scottish and Greek questionnaires and referred to attitudes towards integration and other educational issues were grouped together into thematic categories. Thus eight groups of items were created. These groups and the items by which they were composed are described in appendix 8.

Then, the answers were coded in such a way that a score was computed for every thematic category. The higher the score, the more positive the attitudes towards integration were. Finally, the mean of every group of items was computed for all the teachers, and for Scottish and Greek teachers separately. After that, the t-test was applied for the examination of the difference between the means of the scores of the two groups of teachers (i.e. Scottish and Greek). Most of these groups of items, except for two groups (i.e., attitude towards different disabilities and academic attainment) presented significance (see table 4.1).

GROUP VARIABLES	SCOTTISH		GREEK		t value (p value)
	MEAN	ST.DEV.	MEAN	ST.DEV.	
General attitude towards integration	3.66	.61	3.46	.68	2.14* (.03)
Attitude towards different disabilities	2.75	.58	2.64	.50	1.47
Attitude towards knowledge on SENs	4.39	.55	4.63	.50	-3.23* (.00)
Attitude towards support services	4.70	.40	4.03	.62	8.81* (.00)
Attitude towards academic attainment	4.08	.45	4.13	.50	-0.70
Attitude towards development of other aspects of children	4.37	.45	4.58	.51	-2.98* (.00)
Attitude towards teachers' behaviour which can facilitate integration	4.67	.35	4.50	.45	2.90* (.00)
Attitude towards school factors which can facilitate integration	4.86	.33	4.44	.61	5.95* (.00)

TABLE 4.1: T-Test on groups of items for Scottish and Greek teachers

* significant at 0.05 level

Next, it was considered necessary to test the results of t-test for female teachers only, since, as it will be described later, the ratio of male to female respondents presented a significant difference between Scottish and Greek teachers. As table 4.2 shows, the groups of items which presented significance when the male and female population of the Scottish and Greek teachers was examined, retained their significance when only the female population of Scottish and Greek teachers was examined.

GROUP VARIABLES	SCOTTISH		GREEK		t value (p value)
	MEAN	ST.DEV.	MEAN	ST.DEV.	
General attitude towards integration	3.66	.58	3.32	.71	3.26* (.00)
Attitude towards different disabilities	2.75	.58	2.55	.47	2.26* (.02)
Attitude towards knowledge on SENs	4.39	.55	4.64	.51	-2.80* (.00)
Attitude towards support services	4.69	.41	4.13	.62	6.70* (.00)
Attitude towards academic attainment	4.07	.44	4.13	.52	-0.81
Attitude towards development of other aspects of children	4.38	.45	4.58	.55	-2.51* (.01)
Attitude towards teachers' behaviour which can facilitate integration	4.66	.35	4.50	.465	2.43* (.01)
Attitude towards school factors which can facilitate integration	4.86	.33	4.37	.66	5.94* (.00)

TABLE 4.2: t-test on groups of items for Scottish and Greek female teachers

* significant at 0.05 level

The only difference which can be noticed from the comparison of the two tables is that the groups of items which refer to teachers' attitudes towards different disabilities present significance when only the female population is examined, but lose their significance when the male teachers are included in the analysis. So it was decided that the items of that group would be examined as individual items. Moreover, all those items which were common to both Scottish and Greek questionnaires were examined as individual items in a comparative basis in order to test from the descriptive statistics and chi-square if there were any significant difference in the responses of Scottish and Greek teachers to individual items.

After the items common to both Scottish and Greek questionnaires were analysed, the descriptive statistics for the items which existed only in the Scottish and only in the Greek questionnaires were computed.

4.2. Reporting strategy for the quantitative analysis

As mentioned in the previous section, some items of the questionnaire were aggregated in order to be analysed. The intention of following that procedure was to facilitate a meaningful analysis and interpretation of the data, and to gain conceptual clarity in the presentation of the results. Therefore, it was considered very convenient to report most of the results of that analysis under the headings of the groups of items (see appendix 8).

The results of the t-test for every group of items will be discussed and in the interpretation of the results of t-test frequent reference will be made to the results of the analysis of separate items. There is awareness of the danger of examining individual items which come from a small sample of the primary teachers' population. However, it is considered that here such an examination can give some indications about some issues which refer to integration which then will be illuminated by qualitative data. The results of the questionnaire data will be presented as following:

- The characteristics of the sample.
- General teachers' attitudes towards integration of children with SENs in ordinary schools.
- Teachers' attitudes towards different disabilities.
- Support services (factual information and teachers' attitudes).
- Teachers' attitudes towards knowledge and training on special educational needs.
- Teachers' attitudes towards teaching aims and teaching methods.
- Teachers' attitudes towards factors which can facilitate integration.
- Teachers' perception of their personal success in meeting special educational needs.
- Teachers' appraisal of the change needed in ordinary schools.

In addition, it must be mentioned that in this chapter tables which show the frequencies of individual items are reproduced where a particular distribution is the subject of discussion because it shows significant difference between the two groups of teachers (i.e., Scottish and Greeks) or because, contrary to expectation, it does not show a significant difference. (For the purpose of the present study, the p value is considered significant, when it is below the 0.05 level).

The most significant results will be summarised at the end of this chapter.

4.3. Results of the quantitative analysis

4.3.1. Characteristics of the sample

Analysis of the population first by gender shows that there were large differences between Greece and Scotland in the ratio of female to male respondents. Table 4.3 shows that in both countries there were fewer male than female teachers, and in Scotland there were even fewer male teachers.

Nationality	Gender			
	Male		Female	
	N	%	N	%
Scottish	3	3	90	97
Greek	41	39	63	61
Total	44	22	153	78

Chi-Square=37.08

df=1

p=0.00

TABLE 4.3 Crosstabulation of Gender by Nationality

The presence of only three Scottish male respondents is accounted for by the fact that male teachers form only a very small percentage of the staff of Scottish primary schools. According to the Scottish Abstract of Statistics 1990 (p.67), the female primary teachers constitute 90.9 per cent of the primary teacher population.

Similarly, in Greece there are fewer male than female primary teachers. This may be due to the fact that the primary teacher's job does not offer 'professional prestige'. This is the case because until 1984 the pre-service training of primary classroom teachers took place in special two-year colleges called 'pedagogical academies' and not in the universities. Consequently, primary teachers' studies were considered to be of a lower status than that of studies which lasted more years and took place in the universities. Moreover, the salary of Greek primary teachers is low. For the above reasons the primary teachers' job is not usually preferred by men. It is also worth mentioning that from interviews with two Greek male teachers it appeared that these teachers had become primary teachers because personal circumstances 'forced' them to do so. Given the above conditions, it is speculated that most male teachers chose this job because it required only two years of studies, and, then, they could easily find a post working as civil servants.

Because of these large differences between Scotland and Greece in the ratio of male to female respondents, it was considered necessary to check teachers' answers in order to see if using the answers of only the female population would significantly influence the results. As

stated above, this procedure did not show significant differences (see table 4.1 compared to table 4.2).

Then, the population was analysed by years of teaching experience. More Scottish teachers than Greek teachers had one month to five years' teaching experience (see table 4.4). This may be because it is very difficult for Greek teachers to be appointed in big cities immediately after they finish their pre-service training and they are usually first employed in villages or small provincial towns. So, it is reasonable to assume that most teachers who are employed in Athens and big provincial towns have over five years of teaching experience.

However, the application of chi-square indicated that there were not significant differences in the population of Scottish and Greek teachers concerning their teaching experience.

Nationality	Years of Teaching Experience					
	>5 years		6-15 years		16-35 years	
	N	%	N	%	N	%
Scottish	20	22	34	37	38	41
Greek	16	16	38	38	45	46
Total	36	19	72	38	83	43

Chi-Square=1.001

df=2

p= non significant

TABLE 4.4: Crosstabulation of Years of Teaching Experience by Nationality

Concerning teachers' age (see table 4.5), again, there were not significant differences between Scottish and Greek teachers. The fact that Scottish and Greek teachers who are 20-30 years old are fewer than the teachers who fall in the other two categories (31-40 years, and 41 to 50 years) can be explained for Greek teachers by the fact which was mentioned above that it is usually difficult for young teachers to be appointed in an urban area immediately after they complete their pre-service training. For Scottish teachers it can be explained by the fact that many female teachers in Scotland give up their job very early, to marry and raise a family, and resume when their children have grown up.

Nationality	Teachers' Age					
	20-30 years		31-40 years		41-<50 years	
	N	%	N	%	N	%
Scottish	25	27	35	38	33	35
Greek	29	28	33	32	42	40
Total	54	27	68	35	75	38

Chi-Square=0.82

df=2

p= non significant

TABLE 4.5: Crosstabulation of Teachers' Age by Nationality

Next, the teachers' population was analysed by class size (see table 4.6) and the majority of Scottish and Greek teachers answered that they had 26 to 30 children in their classroom.

Nationality	Class Size							
	>20 ch.		20-25 ch.		26-30 ch.		31-35 ch.	
	N	%	N	%	N	%	N	%
Scottish	11	12	34	37	39	42	8	9
Greek	18	17	29	28	43	42	13	13
Total	29	15	63	32	82	42	21	11

Chi-Square=2.86

df=3

p= non significant

TABLE 4.6: Crosstabulation of Class Size by Nationality

Of course, in both educational contexts (Scottish and Greek) relevant circulars recommend the maximum number of children who should study in a classroom. As mentioned in the first chapter, according to Scottish guide-lines, the maximum number of children in a primary classroom should be 33 when the children are of the same age, and 25 when the classroom is composite. In Greece, on the other hand, it is recommended that the number of children in a primary classroom should be 25-30. It should be stated here that the majority of Scottish and Greek teachers seemed to agree that smaller class size is an essential feature of school organisation which can facilitate the integration of children with SENs into ordinary schools (see table 4.7).

Nationality	Strongly Disagree		Disagree		Uncertain/ No Answer		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
Scottish	0	0	0	0	1	1	9	10	83	89
Greek	1	1	3	3	7	7	30	29	63	61
Total	1	1	3	1	8	4	39	20	146	74

Chi-Square=22.001

df=4

p=0.0002

TABLE 4.7: Response to the statement: 'I think that smaller class size is an essential feature of school organisation which can facilitate the integration of children with SENs into ordinary schools'.

Scottish teachers appeared to agree strongly with that statement to a greater extent than Greek teachers. This can be justified by the fact that they usually follow the system of an 'integrated day' (see chapter one) and it is really difficult for them to work properly with groups of children and with individual pupils to meet individual needs if they have many children in their classroom, because they can not dedicate much time to helping children who have special educational needs. Greek teachers, on the other hand, do not meet with significant

difficulties having many pupils in their classroom because they follow 'whole class' teaching methods. Of course, as it is stressed in other parts of this thesis, children with SENs cannot receive much help -if any- with such whole-class methods of instruction.

Concerning the grade level at which the teachers of the sample taught, the Scottish and Greek class levels were collapsed in order to permit meaningful analysis (see table 4.8).

Nationality	Grade Level					
	Infant		Middle		Upper	
	N	%	N	%	N	%
Scottish	41	46	23	26	26	28
Greek	32	31	36	35	34	34
Total	73	38	59	31	60	31

TABLE 4.8: Crosstabulation of Grade Level by Nationality

As explained in chapter one on the two educational systems (Scottish and Greek), primary education in Scotland begins at the age of five and lasts for seven years, while in Greece it begins at the age of six and lasts for six years. In the present analysis all the levels were collapsed into three grade levels, i.e., the infant, the middle and the upper level:

- the infant grade level contained the classes primary one, two and three of Scottish schools, while it only contained primary one and two of Greek schools;
- the middle grade level contained the classes primary four and five of Scottish schools, and the classes primary three and four of Greek schools; and
- the upper grade level contained the classes primary six and seven of Scottish schools, and primary five and six of Greek schools.

Therefore, it is reasonable to assume that more Scottish than Greek teachers taught in the infant level, since that level was composed of three Scottish class levels and of only two Greek class levels.

Concerning the number of children with SENs in teachers' classrooms, it appeared (see table 4.9) that more Greek teachers had children with special educational needs in their classrooms compared with Scottish teachers.

Nationality	Children with special educational needs in the classroom							
	No one		1-2 children		3-10 children		No Answer	
	N	%	N	%	N	%	N	%
Scottish	47	50	23	25	20	22	3	3
Greek	44	42	44	42	11	11	5	5
Total	91	46	67	34	31	16	8	4

Chi-Square=8.88

df=2

p=0.01

TABLE 4.9: Crosstabulation of Children with Special Educational Needs by Nationality

This may be the case because not all the Greek teachers perceive special educational needs in the same way. As it was mentioned in the first chapter, in Greece the identification of SENs has begun very recently and it is considered problematic by some administrators of Education.

In Circular 344/6-11-91 (Ministry of National Education, 1992), pupils with special educational needs are considered to be those pupils who present mainly psycho-intellectual immaturity or delay, physical or sensory disabilities, dyslexia and difficulties in adjustment and behaviour problems which have been identified by a Medicopedagogical Centre or Station of the Ministry of Health and Public Welfare, or by a Prefectural Diagnostic Committee. Moreover, pupils with special educational needs may be pupils who have particular learning difficulties in language and maths, according to their assessment by their classroom teachers. This last group of children is the one which is mainly integrated in ordinary schools nowadays. Some of these students receive extra support from teachers of special education in special classrooms, when and where they are available. (According to the mentioned in the first chapter research study reported by Nicodemos and Papatheofilou (1990), in the academic year 1986-87, only 8 per cent of the students who attended special classes in ordinary schools had been assessed by medicopedagogical services. The rest had been identified by their teachers (64%) or by their teachers in co-operation with the school advisers).

Therefore, in Greece, classroom teachers seem to be the main agents who identify children with SENs who study in ordinary schools and need to receive extra support, when and where it is available. However, such an identification and diagnosis of SENs is not based on objective criteria, since

- (a) classroom teachers are not appropriately trained for assessing learning difficulties; and
- (b) in Greece there are not standardized educational tests of assessment (Stromatas, 1990).

In other words, Greek teachers' appraisal of children with SENs appears to derive from their personal experience, intuition and common sense.

On the other hand, Scottish teachers' appraisal of children with SENs is more likely to be influenced by the knowledge of the existence of bureaucratic procedures and support services, i.e., of special educational needs infrastructure which can back them up. From this aspect, Scottish teachers are definitely in an advantageous position. Moreover, in Greece, because of the existence of a centrally administered curriculum which is the same for all the children independent of their needs, and because of the lack of a child-centred system, many children fail and are considered as children with special educational needs, only because they can not follow the curriculum.

Therefore, the problematic identification of children with SENs and the existence of only one centrally administered curriculum for all the children can explain the fact that more Greek teachers compared with Scottish teachers report that they have in their classrooms children with special educational needs.

The Scottish and Greek teachers who completed the questionnaire were asked to specify the nature of the SENs of the children of their classroom. The majority of Scottish teachers stated that the children with SENs in their classroom had difficulty in reading, writing and maths; these children were characterised by some teachers as 'slow in mastering basic reading, writing and counting skills', and some teachers used the term 'slow learners'. Similarly, the majority of Greek teachers characterised the children in their classroom as children with problems in reading, writing, spelling and maths. In addition, there were many Greek teachers who did not hesitate to use the term 'mental retardation' for characterising the nature of their children's SENs, even if those children had not been officially assessed! Moreover, only a few cases of children with severe disabilities were mentioned by Scottish teachers (e.g. two children with cerebral palsy, and one child with Down's syndrome), while almost no such case was mentioned by the Greek teachers.

4.3.2. General attitudes of Scottish and Greek teachers towards integration

The results of the t-test (see table 4.1) showed that there was a significant difference between the means of the scores of Scottish and Greek teachers in the group of items which referred to teachers' general attitudes towards integration, with Scottish teachers scoring higher than Greek teachers. However, contrary to expectation, Greek teachers on average did not appear negative towards the idea of integration of children with SENs in the ordinary

school. From that result it can be inferred that many Greek teachers are more sensitized to the idea of integration than they are thought by the administrators of Education to be. Also, the fact that the scoring in this group of items is not very high for the Scottish teachers seems to imply that, although the implementation of integration has started much earlier in Scotland than in Greece, Scottish teachers may not be very convinced about its value which is possibly due to problems in its implementation.

In the separate analysis of the items which belonged to this thematic category, it was found that there was no significant difference between the responses of Scottish and Greek teachers to the statement that children with SENs should be integrated in ordinary schools, with more than 50 per cent of Scottish and Greek teachers agreeing with the statement (see appendix 10, table 1).

Moreover, although the majority of Scottish and Greek teachers agreed with the statement that the policy of integration can have social advantages for children with SENs (see appendix 10, table 2), only about 40 per cent of Scottish and Greek teachers agreed with the statement that such a policy can have educational advantages for those children (see appendix 10, table 3). Greek teachers showed uncertainty and were less positive than Scottish teachers about the social advantages that integration of children with SENs may have for the other children in the classroom (see table 4.10).

Nationality	Strongly Disagree		Disagree		Uncertain/ No Answer		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
Scottish	3	3	5	5	25	27	49	53	11	12
Greek	1	1	13	13	53	51	33	31	4	4
Total	4	2	18	9	78	37	82	42	15	8

Chi-Square=20.44 df=4 p=0.0004

TABLE 4.10: Response to the statement: 'I believe that such a policy will have social advantages for the other children in the classroom'

This indicates that the significance of the social aspect of integration should be stressed in pre-service and in-service training courses which should be organised for classroom teachers in Greece. In these courses the role of the other children in the integration of children with SENs should be stressed, and studies about the behaviour of other children towards children with SENs should be presented. It is worth mentioning here that both Scottish and Greek teachers appear to agree that the preparation of other children for accepting their peers with SENs is an essential feature of school organisation which can facilitate the integration of children with SENs into ordinary schools (see table 4.11).

Nationality	Strongly Disagree		Disagree		Uncertain/ No Answer		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
Scottish	0	0	0	0	8	9	25	27	60	64
Greek	0	0	0	0	9	8	35	34	60	58
Total	0	0	0	0	17	9	60	30	120	61

Chi-Square=1.11

df=2

p= non significant

TABLE 4.11: Response to the statement: 'I think that preparation of the other children for accepting their peers with SENs is an essential feature of school organisation which can facilitate the integration of children with SENs into ordinary schools'.

In addition, Greek teachers appeared more negative and uncertain than Scottish teachers towards the statement that there are more advantages than disadvantages in the policy of integration. (see table 4.12).

Nationality	Strongly Disagree		Disagree		Uncertain/ No Answer		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
Scottish	0	0	14	15	32	35	42	45	5	5
Greek	3	3	28	27	37	36	29	28	7	7
Total	3	2	42	21	69	35	71	36	12	6

Chi-Square=10.16

df=4

p=0.03

TABLE 4.12 : Response to the statement: ' I consider that there are more advantages than disadvantages in the policy of integration'.

This result may be explained in part by the fact that in Greece the implementation of integration is in its first stages of development, and children with SENs cannot be helped very much academically, because of the lack of the appropriate support services. It seems, therefore, that unsatisfactory or non-existent support services may influence teachers' attitudes significantly.

Finally, teachers' comments at the end of the second part of the questionnaire showed that their responses were very much dependent on

- the degree of disability (some Scottish teachers expressed the opinion that if the developmental disabilities are too severe, the children with disabilities will not benefit much);
- the level of support (some Scottish teachers stated that they agreed with the idea of integration only with back up services); and
- the number of children in the classroom.

On the other hand, Greek teachers who disagreed with the idea of integration explained their responses in terms of the influence that such a policy will have on the education of the other children in the classroom. The opinion was expressed that integration presents

...the danger to lose the whole for the part, not to be able to offer what should be offered to the rest of the pupils...

and that

...such a policy may lower the average level of the classroom.

Obviously, these statements derive from and reflect the fact that the Greek educational system is oriented to students of 'average ability' and not to the educational needs of every child.

4.3.3. Attitudes towards different disabilities

As shown in the table 4.1, the t-test of the group of items which referred to teachers' attitudes towards different disabilities did not present significance when the whole sample of male and female Scottish and Greek teachers was examined. However, separate descriptive analysis of the items of that group provided interesting findings:

Concerning attitude towards children with developmental disabilities, Greek teachers appear rather uncertain and negative towards the statement which supports the idea that teaching children with developmental disabilities is part of a classroom teacher's job. The differences in the responses of Scottish and Greek teachers are shown in table 4.13.

Nationality	Strongly Disagree		Disagree		Uncertain/ No Answer		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
Scottish	1	1	4	4	13	14	57	61	18	20
Greek	13	12	32	31	26	25	26	25	7	7
Total	14	7	36	18	39	20	83	42	25	13

Chi-Square=52.36

df=4

p=0.000

TABLE 4.13 : Response to the statement: 'Teaching children with developmental disabilities is part of my job'.

In addition, Greek teachers' response to the statement which refers to the decision of placing in a regular classroom a child with developmental disabilities, bearing in mind the existent support, is consistently negative (see table 4.14).

Nationality	No		Uncertain /No Answer		Yes	
	N	%	N	%	N	%
Scottish	16	17	23	25	54	58
Greek	49	47	46	44	9	9
Total	65	33	69	35	63	32

Chi-Square=56.12

df=2

p=0.000

TABLE 4.14: Responses to the statement: 'Bearing in mind the existent support I would place in a regular classroom a child with developmental disabilities'.

This may happen because Greek teachers have not received the appropriate pre-service training for teaching children with such disabilities and, in addition, they do not have the appropriate support and educational material. One Greek teacher commented at the end of this part of the questionnaire:-

Developmental disabilities and problems in speech and language require specialized knowledge.

Moreover, the fact that Greek teachers have to follow a centrally administered curriculum does not allow them, in terms of time and educational material, to treat children with developmental disabilities individually in ordinary classrooms.

On the subject of children with behaviour and emotional problems, Greek teachers appear more tolerant than Scottish teachers concerning the placement of children with such problems in their classrooms (see table 4.15).

Nationality	No		Uncertain /No Answer		Yes	
	N	%	N	%	N	%
Scottish	34	37	29	31	30	32
Greek	21	20	44	42	39	38
Total	55	28	73	37	69	35

Chi-Square=6.73

df=2

p=0.03

TABLE 4.15: Responses to the statement: 'Bearing in mind the existent support I would place in a regular classroom a child with behaviour and emotional problems'.

This may happen because

- Scottish teachers appear to use the bureaucratic procedure with a view to having such pupils removed from their classroom (Thomson et al., 1989);
- Greek teachers are accustomed to have in their classrooms children with emotional and behaviour problems, since there is no other separate provision for these children

in school units of special education, as shown in the data of the Ministry of Education (Nicodemos, 1992, p.17);

- (c) it appears that these students do not need any special material or equipment in order to be educated; and
- (d) Greek teachers seem to consider the acquisition of manners as an essential target of their teaching, as shown in the data of the questionnaires.

More specifically, table 4.16, with teachers' responses to the statement about the importance of the teaching aim of acquisition of manners, shows that compared with Scottish teachers, many more Greek teachers give essential value to the teaching aim of acquisition of manners.

Nationality	Not Important		Fairly Important		Important		Very Important		Essential	
	N	%	N	%	N	%	N	%	N	%
Scottish	0	0	2	2	36	39	30	32	25	27
Greek	0	0	1	1	12	11	33	32	58	56
Total	0	0	3	2	48	24	63	32	83	42

Chi-Square=25.06

df=3

p=0.00002

TABLE 4.16: Responses to the statement: 'Importance of the teaching aim of acquisition of manners'.

The importance which is given by Greek teachers to acquisition of manners and the fact that they consider dealing with children with behaviour and emotional problems as part of their job is also consistent with the fact that, according to the Greek Constitution, article 16, education aims first at the 'moral' education of Greeks.

In consideration of attitudes towards children with physical disabilities, it was found that Greek teachers appear more positive than Scottish teachers towards the idea of placing in a regular classroom a child with physical disabilities, bearing in mind the existing support (see table 4.17).

Nationality	No		Uncertain /No Answer		Yes	
	N	%	N	%	N	%
Scottish	36	39	29	31	28	30
Greek	18	17	33	32	53	51
Total	54	27	62	32	81	41

Chi-Square=13.40

df=2

p=0.001

TABLE 4.17: Responses to the statement: 'Bearing in mind the existent support I would place in a regular classroom a child with physical disabilities'.

This may happen because Greek teachers consider that children who have physical disabilities do not need extra support and do not require the teacher to have specialized knowledge. It is speculated that Greek teachers perceive children with 'physical disabilities' as children on crutches or wheel-chairs only, i.e., children who are currently integrated in the ordinary schools in Greece (see chapter five, Spiros' case).

Concerning sensory disabilities, there are no significant differences in the responses of Scottish and Greek teachers. Less than the one third of both groups of teachers seem to agree with the idea that it is part of their job to teach children with sensory disabilities (see appendix 10, table 8). This finding can be explained by the lack of specialized support services for such disabilities in ordinary schools and the fact that during their pre-service training classroom teachers do not receive specialized training which can enable them to teach children with such disabilities. Only recently, as reported by Nicodemos (1992, p.19), the program 'HELIOS' of the E.C. with two Local Model Activities in Attiki and Thessaloniki, urged the development of special programmes of school integration of children of various disabilities, included sensory disabilities.

Finally, concerning children with problems in speech and language, the responses of Scottish and Greek teachers did not present significant differences (see appendix 10, tables 10&11). However, the support services which are available for those children who are integrated in ordinary schools differ significantly for Scotland and Greece. In Scotland there are more support services for these children in ordinary schools compared with Greece, i.e. while in Greece these children can be helped only by the special teacher when and where such a teacher exists, in some Scottish schools there are special learning support teachers to help children with problems in speech and language using special material and following special teaching techniques. Moreover, these children who are integrated in Scottish ordinary schools can also be assisted by peripatetic visiting support teachers, auxiliaries and speech

therapists, although not all these services are considered satisfactory by the majority of Scottish teachers, as it will become clear in the following section.

4.3.4. Support Services

In this section factual information about the existing support services in Scotland and Greece, and Scottish and Greek teachers' attitudes towards these support services will be presented.

In Scotland one (at least) support teacher is employed in every state school, on a part time or in a full-time basis. A similar kind of support teachers, called 'special teachers', are employed only in some schools in Greece.

In about half of the schools where our sample of Greek teachers was drawn from there was a special teacher employed. This ratio of schools with a special teacher to schools without a special teacher is not representative of the whole population of Greek schools, i.e. not half of the Greek primary schools have a special teacher employed. According to statistical data which were published by the Greek Ministry of Education, during the academic year 1990-91, when the data collection for the present study took place, there were 460 special classes in ordinary primary schools. Taking into account that 8,069 primary state schools exist in Greece (according to data from the Ministry of National Education, 1992, p.157), the state ordinary primary schools with a special classroom constitute only 5.7% of the whole number of Greek state ordinary primary schools. However, the intentional inclusion of fifty per cent of schools with a special teacher in our sample allowed a comparison between the work of the learning support teachers and the special teachers. More specifically, 51 per cent of the Greek teachers who completed the questionnaire of the study came from schools where a special teacher was employed. These questionnaires were selected afterwards for comparison with the responses of the Scottish teachers concerning the job of the learning support /special teachers.

Concerning the way learning support teachers and special teachers work, almost all the Greek teachers and 88 per cent of the Scottish teachers answered that the learning support teacher works in the learning support /special classroom (see table 4.18).

Nationality	No		Uncertain /No Answer		Yes		Total	
	N	%	N	%	N	%	N	%
Scottish	7	8	4	4	82	88	93	100
Greek	0	0	1	2	52	98	53	51

Chi-Square=1.03 df=1 p=0.308

TABLE 4.18: Response to the statement: 'The learning support teacher /special teacher works in the learning support classroom /special classroom'.

However, while 84 per cent of Scottish teachers answered that the learning support teacher works sometimes in the ordinary classroom, no Greek teacher answered so (table 4.19).

Nationality	No		Uncertain /No Answer		Yes		Total	
	N	%	N	%	N	%	N	%
Scottish	9	10	6	6	78	84	93	100
Greek	31	58	22	42	0	0	53	51

Chi-Square=85.77 df=1 p=0.00

TABLE 4.19: Response to the statement: 'The learning support teacher /special teacher works in the ordinary classroom'.

Therefore, no co-operative teaching takes place in Greece. It is worth mentioning here that from the observation which took place and from interviews with teachers it emerged that, when the learning support teachers work in the ordinary classroom, they work with the child /children with SENs independently of the work of the classroom teacher or they work co-operatively with the classroom teacher. Consistently, 82 per cent of Scottish teachers agreed with the statement that the learning support teacher works in co-operation with the classroom teacher (table 4.20a).

Information about some Scottish support services	No		Uncertain /No Answer		Yes	
	N	%	N	%	N	%
(a) The learning support teacher works in co-operation with the classroom teacher	15	16	2	2	76	82
(b) A peripatetic visiting support teacher visits often the school	51	55	25	27	17	18
(c) A principal support teacher visits often the school	34	37	39	42	20	21
(d) In my school auxiliaries exist	45	48	13	14	35	38

TABLE 4.20: Information about some Scottish support services

Scottish teachers were also very positive towards the idea of co-operation between classroom teachers and learning support teachers through consultation, co-operative teaching and in-service training (see table 4.21).

Statement: co-operation between classroom teachers and learning support teachers should take place through	Uncertain /No Answer		Agree		Strongly Agree	
	N	%	N	%	N	%
consultation	2	2	9	10	81	88
co-operative teaching	4	4	16	17	73	79
co-operation through in-service training	7	7	22	24	64	69
Total	13	5	47	17	218	78

TABLE 4.21: Scottish teachers' opinion about co-operation between classroom teachers and learning support teachers.

One Scottish teacher commented:

...the more teachers can work together, the better the prospects for the child.

Evaluating the assistance of the learning support teachers 61 per cent of the Scottish teachers considered it to be helpful, while only 32 per cent of Greek teachers considered the assistance of the special teachers to be so. Generally, Greek teachers appeared to doubt the value of the role of special teachers (table 4.22).

Nationality	No		Uncertain /No Answer		Yes		Total	
	N	%	N	%	N	%	N	%
Scottish	12	13	24	26	57	61	93	100
Greek	8	15	28	53	17	32	53	51

Chi-Square=22.34

df=3

p=0.00006

TABLE 4.22: Response to the statement: 'I have found the assistance of the learning support teacher /special teacher helpful'.

This is consistent with the results of the study which is reported by Nicodemos and Papatheofilou (1990) about the function of special classes in ordinary schools. In that study the teachers of the special classrooms responded to a questionnaire, and according to their responses, it appeared that the quality of education which is offered in special classrooms cannot be satisfactory yet. Some of the factors which accounted for that were:

- the lack of special curricula and special material /equipment;
- insufficient co-operation with parents and medicopedagogical services;

- the lack of appropriate tests for the assessment of children with learning difficulties, standardised on the Greek population for the diagnosis and attendance of children's progress;
- the inappropriate rooms which were given for special classrooms;
- insufficient knowledge of special teachers on their subject;
- the large number of children with learning difficulties in the special classroom;
- insufficient co-operation of special teachers with the classroom teachers, and with the school adviser and the head teacher; and
- problems in acceptance of the special classroom and the role of the special teacher by the whole school.

In addition, one Greek teacher commented that the time which is given by the special teacher to every child with SENs is not sufficient.

Scottish and Greek teachers provided information about the existence of other support services in their country. The table about the Scottish support services shows that the visits of the peripatetic visiting support teachers and the principal support teachers are not very frequent in most cases (see table 4.20b,c). In addition, about fifty per cent of the Scottish teachers answered that there were no auxiliaries in their schools (table 4.20d).

In the Scottish questionnaire there was a part which referred to Scottish teachers' satisfaction with various support services (Part E, Section B, questions 1-5). These data are presented as descriptive statistics in appendix 10 (tables 25-29). No tests of statistical significance have been applied given that there was a lower and variable response rate from the 93 Scottish teachers to this group of items, since some teachers did not answer this part of the questionnaire, because, as they said,

- they had just been employed at their school and they were not aware of the situation, and, therefore, could not evaluate the existing support services; or
- they did not have in their classroom children with certain disabilities.

In addition, some Scottish teachers commented that their answers to that part would depend very much on the extent of disability.

The answers of the respondents who indicated that a particular support service 'should be introduced' or 'is not currently satisfactory' were collapsed and presented as 'unsatisfactory'.

Since the purpose here is to provide an overall impression of satisfaction /dissatisfaction with existing support services across the five disability groupings, it is considered that it can be

shown more clearly with the following column graphs (see figures 1,2,3,4,5). The abbreviations which are used for support services in the following column graphs are:

AUX	auxiliaries
LST	learning support teacher
MAT	provision of special material
PAR	parents to assist classroom teacher
PH	physiotherapist
PS	educational psychologist
SIZ	smaller class size
STH	speech therapist
SW	social worker
VHI	visiting teacher for hearing impaired
VVI	visiting teacher for visually impaired

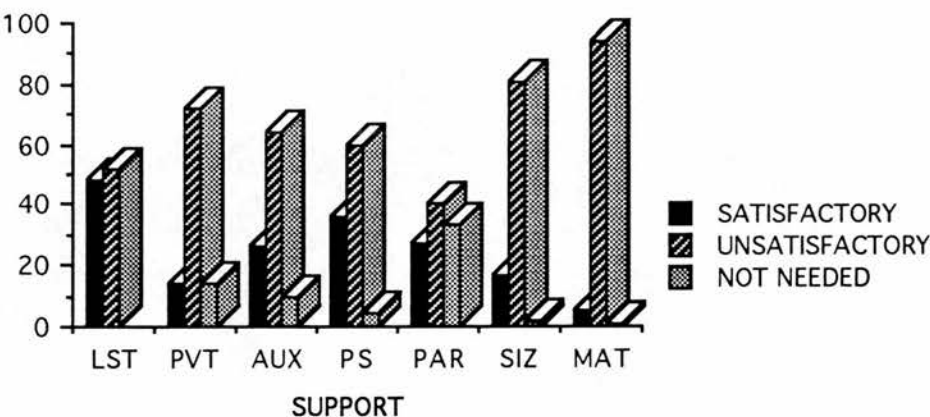


Figure 4.1: Evaluation by the Scottish classroom teachers of the support services for developmental disabilities

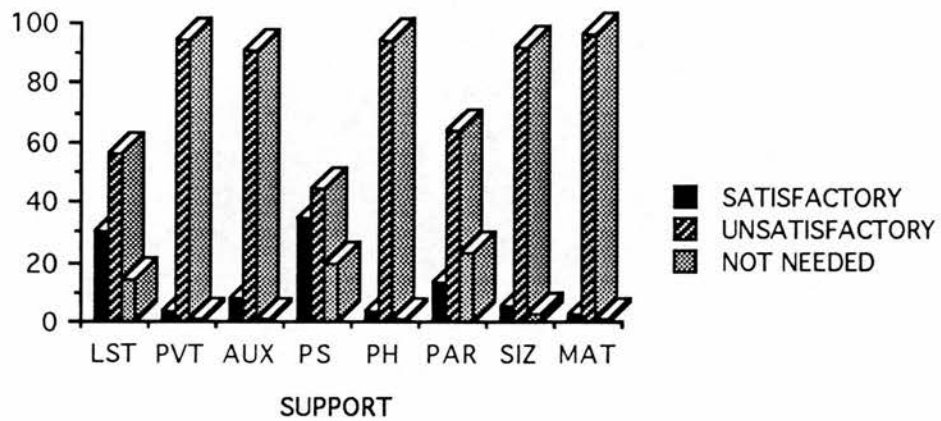


Figure 4.2: Evaluation by the Scottish classroom teachers of the support services for physical disabilities

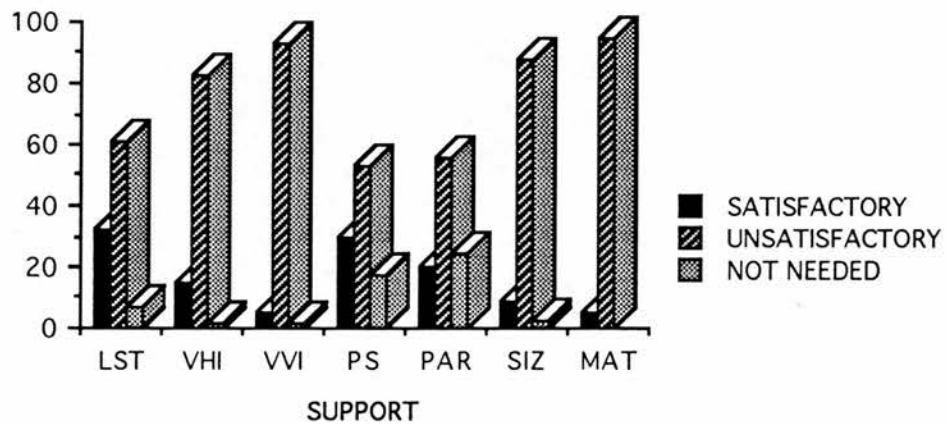


Figure 4.3: Evaluation by the Scottish support teachers of the support services for sensory disabilities

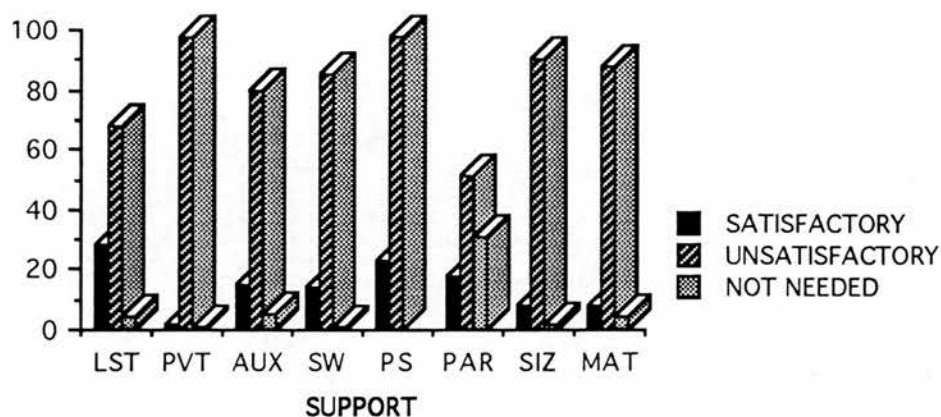


Figure 4.4: Evaluation by the Scottish classroom teachers of the support services for behaviour and emotional problems.

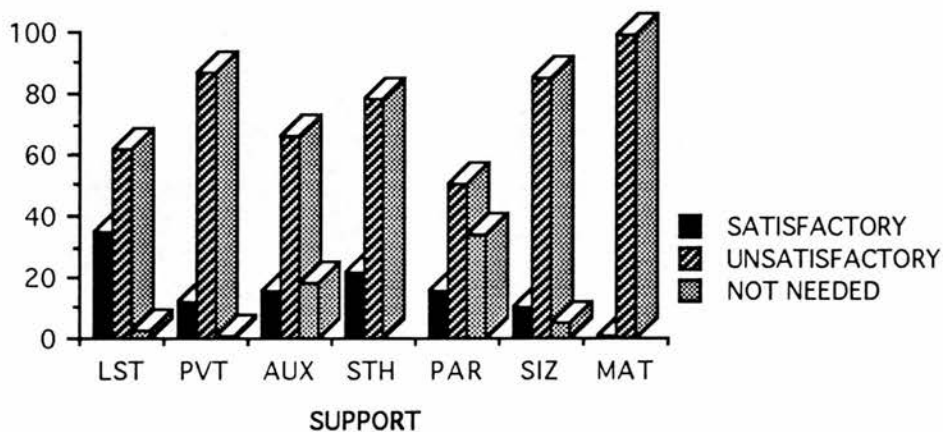


Figure 4.5: Evaluation by the Scottish classroom teachers of the support services for problems in speech and language.

From these figures, it can be inferred that Scottish teachers appear dissatisfied with almost all the support services. As one teacher commented:

Children with SENs should have a much higher level of access to specialist teachers and equipment than appears to be the case at present.

It can also be seen that the support service which presents higher levels of satisfaction is that of learning support teachers. This rating is related to the fact that in every primary state school in the Scottish region, where the data were drawn from, at least one support teacher is employed.

The dissatisfaction of the Scottish teachers with the existing support services might be explained in part by the principle that 'the more people have, the more they want to have'. Greek teachers who are backed up by very limited to non-existent support services would definitely consider the Scottish support services satisfactory!

Greek teachers, on the other hand, responded to statements about school advisers. In chapter one where the educational system of Scotland and Greece was described reference was made to the job of school advisers. Greek teachers' responses differed significantly concerning the frequency of the visits of the school adviser to their school, with responses spread between 'every month' and 'almost never' (table 4.23).

Statement: A school adviser visits my school	N	%
every week	1	1
every month	19	22
every two months	18	21
every three months	18	21
every six months	14	16
almost never	16	19

TABLE 4.23: Greek teachers' responses to the statement about the frequency in which school advisers visit their schools

Moreover, while 65 per cent of the Greek teachers stated that the school adviser recommended to the classroom teachers ways for treating the SENs of their pupils, only 23 per cent of them stated that the school adviser himself/herself treated children with SENs (see table 4.24a,b).

Statements about school adviser	No		Uncertain /No Answer		Yes	
	N	%	N	%	N	%
(a) The school adviser recommends to the classroom teachers ways for treating the special educational needs of their pupils	21	20	15	15	68	65
(b) The school adviser himself /herself treats children with SENs	60	58	20	19	24	23
(c) I have found the assistance of the school adviser helpful	52	50	42	40	10	10

TABLE 4.24: Greek teachers' responses to the statements about the job of school advisers

Finally, 50 per cent of Greek teachers who responded to the questionnaires did not consider the assistance of the school adviser helpful, and 40 per cent doubted the extent to which that assistance was helpful to them (see table 4.24d). These responses can be interpreted by the fact that school advisers are responsible for many schools, and most of them do not have the appropriate training for dealing with children with SENs and for advising classroom teachers. Some of the Greek teachers' comments concerning the way that the school adviser deals with children's needs were:

- the school adviser organises theoretical seminars for the teachers, (the value of which in the treatment of children with SENs was doubted by some teachers);
- the school adviser informs the parents about the medico-pedagogical service where they can ask for their child's assessment.

(School advisers of special education are also employed by the Ministry of Education of Greece, but, as was mentioned in chapter one, their number is very small for the existent needs and their responsibilities are too many).

Finally, the t-test for the group of items which referred to support services presented significant difference between the means of the score of the Greek and Scottish teachers (see table 4.1).

For the calculation of this score teachers considered the following:-

- (a) the availability of learning support teachers /special teachers;
- (b) time for consultation with the learning support teacher /special teacher and the educational psychologist;
- (c) the availability of a peripatetic visiting support teacher;
- (d) the availability of auxiliaries; and
- (e) the existence of co-operative teaching

as essential features of school organisation for facilitating integration. Scottish teachers scored higher than Greek teachers in all these statements, and in addition, responses of Greek teachers had a much higher standard deviation than that of Scottish teachers.

From the separate analysis of these items it emerges that, although more Scottish than Greek teachers strongly agreed with the statements that the availability of learning support teachers /special teachers, and the time for consultation with them (see table 4.25, 4.26) are essential features of school organisation which can facilitate integration of children with SENs in ordinary schools, both Scottish and Greek teachers were positive towards those statements.

These responses should be related to the fact that Greek teachers question the importance of the role of special teachers (see table 4.22).

Nationality	Strongly Disagree		Disagree		Uncertain/ No Answer		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
Scottish	0	0	0	0	1	1	5	5	86	94
Greek	0	0	3	3	5	5	27	26	68	66
Total	0	0	3	2	6	3	32	16	154	79

Chi-Square=22.34

df=3

p=0.00006

TABLE 4.25: Response to the statement: 'I think that provision of learning support teachers /special teachers is an essential feature of school organisation which can facilitate integration of children with SENs into ordinary schools'.

Nationality	Strongly Disagree		Disagree		Uncertain/ No Answer		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
Scottish	0	0	0	0	1	1	9	10	81	89
Greek	0	0	1	1	4	4	33	33	62	62
Total	0	0	1	1	5	2	42	22	143	75

Chi-Square=18.65

df=3

p=0.0003

TABLE 4.26: Response to the statement: 'I think that time for consultation with learning support teachers /special teachers and educational psychologists/school advisers is an essential feature of school organisation which can facilitate integration of children with SENs into ordinary schools'.

As far as the importance of the existence of the post of the peripatetic visiting support teacher -such a post does not exist in Greece- is concerned both groups of teachers agreed that it is an essential feature of school organisation for facilitating integration, although more Greek than Scottish teachers felt uncertain about that statement (see table 4.27).

Nationality	Strongly Disagree		Disagree		Uncertain/ No Answer		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
Scottish	0	0	0	0	6	6	25	27	62	67
Greek	1	1	3	3	19	18	27	26	54	52
Total	1	1	3	1	25	13	52	26	116	59

Chi-Square=10.80

df=4

p=0.02

TABLE 4.27: Response to the statement: 'I think that provision of peripatetic visiting support teachers is an essential feature of school organisation which can facilitate the integration of children with SENs into ordinary schools'.

This result implies that Greek teachers may be ready to welcome the introduction of such a support service which can be a good way of supporting classroom teachers, especially those who work in schools where no special teacher is employed. On the other hand, the majority of Greek teachers appear negative and uncertain about the value of availability of auxiliaries in their classrooms (see table 4.28).

Nationality	Strongly Disagree		Disagree		Uncertain/ No Answer		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
Scottish	0	0	1	1	7	8	16	17	69	74
Greek	14	14	36	35	30	29	12	11	12	11
Total	14	7	37	19	37	19	28	14	81	41

Chi-Square=101.79

df=4

p=0.00

TABLE 4.28: Response to the statement: 'I think that the availability of auxiliaries is an essential feature of school organisation which can facilitate the integration of children with SENs into ordinary schools'.

This probably happens because Greek teachers have not learnt to organise work for others and to work beside people who do not have teaching qualifications. However, they appeared positive towards co-operative teaching, although more Scottish than Greek teachers strongly agreed with the idea of co-operative teaching as an essential feature of school organisation which can facilitate the integration of children with SENs in ordinary schools (see table 4.29).

Nationality	Strongly Disagree		Disagree		Uncertain/ No Answer		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
Scottish	0	0	0	0	10	11	26	28	57	61
Greek	0	0	5	5	22	21	33	32	44	42
Total	0	0	5	3	32	16	59	30	101	51

Chi-Square=11.42

df=3

p=0.009

TABLE 4.29: Response to the statement: 'I think that co-operative teaching is an essential feature of school organisation which can facilitate the integration of children with SENs into ordinary schools'.

Since no kind of co-operative teaching does take place in Greek ordinary schools at the moment, these results imply that Greek teachers would welcome the idea of working together with their colleagues in the same classroom putting together their ideas and sharing their responsibilities.

Finally, the responses of Scottish and Greek teachers to the statement 'At least one child for whom assistance is needed but not provided exists in my school' showed that in Greek schools the children who are not offered the appropriate support are more than double the number of those in Scotland (see table 4.30).

Nationality	No		Uncertain /No Answer		Yes	
	N	%	N	%	N	%
Scottish	45	48	30	32	18	19
Greek	39	38	17	16	48	46
Total	84	43	47	24	66	33

Chi-Square=17.09

df=2

p=0.0001

TABLE 4.30 :Response to the statement: 'At least one child for whom assistance is needed but not provided exists in my school'.

This can be easily explained taking into account the fact that in Greece, support services for classroom teachers are limited or non-existent while in Scottish schools at least one learning support teacher is employed in every school. Moreover, it is speculated that the results would differ somehow, i.e. the number of Greek teachers who would agree with the above statement would be larger, if in our sample we had not intentionally included, at a rate of 51 per cent, teachers who were employed in a school with a special classroom, which is the only direct support service for children with SENs in some ordinary Greek state schools.

Finally, at the end of this section, some Scottish and Greek teachers' comments concerning support services are worth mentioning. Some Scottish teachers' comments were:

- *Integration I feel must be backed up with the appropriate support for no class teacher can spend a vast proportion of time helping one child only.*
- *If the appropriate support does not exist, integration will be detrimental to children with SENs, other children and class teacher.*

In addition, some Greek teachers commented:

- *The absolute lack of support services makes very difficult the treatment of special educational needs.*
- *Children with SENs simply remain in the class without any improvement.*

4.3.5.. Attitudes towards knowledge and training on special educational needs

Interesting results were also presented from the application of t-test on the groups of items which were concerned with attitudes towards knowledge. Although both Scottish and Greek teachers appeared to agree that classroom teachers should be aware of the teaching techniques that are especially designed for children with learning /behaviour problems, and that they should have a sound basic knowledge of the psychological, social and physical characteristics of children with SENs, Greek teachers appear slightly more positive than Scottish teachers. This finding seems to imply that many Greek teachers are willing to attend in-service courses or seminars about the treatment of children with SENs. This is consistent with their response to the statement 'I would like to learn more about the psychological, social and physical characteristics of children with SENs' (see table 4.31).

Nationality	Strongly Disagree		Disagree		Uncertain/ No Answer		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
Scottish	1	1	7	8	15	16	49	53	21	22
Greek	0	0	0	0	8	8	43	41	53	51
Total	1	1	7	3	23	12	92	47	74	37

TABLE 4.31: Responses to the statement: 'I would like to learn more about the psychological, social and physical characteristics of children with special educational needs'.

According to table 4.31, Greek teachers appear to be more positive and less uncertain than Scottish teachers. This result probably is due to the fact that some Scottish teachers may not

be very satisfied with the operation of in-service courses which took place in the past. One Scottish teacher's comment is also interesting here:

I would like to learn more about children with SENs in school time; it should not be a voluntary course in my time.

The results from the descriptive statistics of the responses to the statement 'I consider my knowledge about the psychological, social and physical characteristics of children with SENs sufficient' (see table 4.32) are also worth presenting.

Nationality	Strongly Disagree		Disagree		Uncertain/ No Answer		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
Scottish	6	7	39	42	41	44	7	7	0	0
Greek	3	3	16	15	33	32	48	46	4	4
Total	9	5	55	28	74	37	55	28	4	2

TABLE 4.32 Responses to the statement: 'I consider my knowledge about the psychological, social and physical characteristics of children with SENs sufficient'.

According to table 4.32, contrary to expectation, about 50 per cent of Greek teachers agreed with that statement while the majority of Scottish teachers appeared uncertain and negative. Two explanations can be given for this result:

- (a) Greek teachers overestimate their knowledge about characteristics of children with SENs; and
- (b) by 'knowledge' they imply the theoretical knowledge they have acquired from reading of books or from the attendance of theoretical seminars about issues of special education, and the experience they have gained by having some children with SENs in their classrooms. This explanation is supported by the following comments of Greek teachers:

...the preparation of the classroom teacher for dealing with children with SENs is poor. It depends very much on his/her conscience;

and

...the awareness of SENs depends on the personal interest of every teacher.

An examination of the courses in special education which had been attended by the teachers, reveals that the one third of both Scottish and Greek teachers had attended at least one course in special education during their pre-service training (see appendix 10, table 21). When the positive responses to that answer were cross-tabulated by age (see appendix 10, table 22), it appeared that from the Scottish teachers who had attended at least one course

in special education during their initial training, only 29 per cent were teachers aged 20-30 years. This indicates that the Warnock Report (1978) and the Education (Scotland) Act 1981 have not greatly influenced the curriculum of the Colleges for Teacher Training.

Concerning the attendance of in-service training courses or other courses in special education, the unexpected finding emerged that there were more Greek teachers than Scottish teachers who had attended an in-service course in Special Education, leading to a diploma or not (see table 4.33, 4.34).

Nationality	No		Yes	
	N	%	N	%
Scottish	91	98	2	2
Greek	91	88	13	12
Total	182	92	15	8

Chi-Square=7.47

df=1

p=0.006

TABLE 4.33: Responses to the statement: 'I have undertaken an in-service course or post-graduate courses (in special education) leading to a diploma'.

Nationality	No		Yes	
	N	%	N	%
Scottish	84	90	9	10
Greek	82	79	22	21
Total	166	84	31	16

Chi-Square=4.87

df=1

0.02

TABLE 4.34: Responses to the statement: 'I have undertaken any other course in special education'.

The comments and additional information provided by some teachers on the above items helped the interpretation of those results. The low rates of attendance can be explained by the fact that, as a Scottish teacher said,

...generally, in-service-training courses in special education are only available to teachers with a learning support remit.

Moreover, from the information which was given by the Greek teachers, it appeared that except for a few teachers who had attended in-service courses in the two state in-service centres in Greece (i.e. SELDE & MDDE, see chapter one) the remainder of the Greek teachers had attended seminars which were organised by private agencies. In addition, it is expected that the results concerning teachers' attendance of in-service courses in special education would be quite different if the sample of teachers had been drawn from a provincial town, since, as one teacher commented:

I did not happen to attend any seminar, because I was living in a provincial town and everything happens in Athens.

It also appeared that by 'any other course in Special Education' Greek teachers mean seminars given by specialists or by the school advisers in their school. These seminars are usually very theoretical. Moreover, one Greek teacher commented that the courses which are provided during pre-service training do not 'train' teachers in order to deal with children with SENs, since they contain only theory. Therefore, it is understandable that Greek teachers strongly agree with the idea that training courses in special education which include both theory and practice can help teachers significantly in teaching children with SENs (see table 4.35).

Nationality	Strongly Disagree		Disagree		Uncertain/ No Answer		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
Scottish	0	0	0	0	4	4	55	59	34	37
Greek	0	0	0	0	1	1	23	22	80	77
Total	0	0	0	0	5	2	78	40	114	58

Chi-Square=32.97

df=2

p=0.00

TABLE 4.35 : Responses to the statement: 'I think that the appropriate teaching skills for dealing with children with SENs can be acquired by training which includes theory and practice'.

Obviously, it happens because, as one Greek teacher commented, in Greece 'the practical training is missing'. This response of Greek teachers should be taken into account by the administrators of the Greek educational system, when the planning of pre-service and in-service training courses on the treatment of children's special educational needs takes place, i.e. these courses should contain workshops and practical activities in school classrooms.

According to Scottish teachers' responses to the statements of the part D, section A of the questionnaire (see appendix, table 27), while only 36 per cent of Scottish teachers were aware of the time of introduction of the term 'special educational needs', and 55 per cent were aware of the content of Warnock Report, 94 per cent were familiar with the term 'referral' and 76 per cent were aware of the term 'recording'. These results indicate that teachers are more aware of matters such as 'referral' and 'recording' which are related to their practice.

4.3.6. Teachers' attitudes towards teaching aims and teaching methods

The teachers' questionnaire also examined teachers' attitudes towards teaching aims and teaching methods (Part C, Part D, 4b,c), since they may be important components of classroom teachers' attitudes toward the integration of children with SENs in ordinary schools, as appeared from the review of the literature (Baker & Gottlieb, 1980).

As far as the results of the t-test which was applied to the group of items which referred to teachers' attitudes towards pupils' academic attainment (see table 4.1) were concerned there was not a significant difference between Scottish and Greek teachers. For this group of items the scores of both groups were not very high and that result implies that academic knowledge does not constitute a very high priority in teachers' teaching aims. This is understandable in the Scottish educational system which is child-centred. As some Scottish teachers commented, 'high level of academic attainment should be related to the level of ability of each individual child'. On the other hand, the fact that Greek teachers do not consider the promotion of a high level of academic attainment as an essential teaching aim (see table 4.36), although they come from a teacher-directed and competitive educational context (children and parents pay a lot of attention to the marks they get), indicates some change in their way of thinking.

Nationality	Not Important		Fairly Important		Important		Very Important		Essential	
	N	%	N	%	N	%	N	%	N	%
Scottish	1	1	14	15	54	58	19	21	5	5
Greek	4	4	27	26	37	35	28	27	8	8
Total	5	2	41	21	91	46	47	24	13	7

Chi-Square=10.93 df=4 p=0.02

TABLE 4.36 : Responses to the statement: 'Importance of the teaching aim of promotion of a high level of academic attainment'.

This finding is consistent with the fact that Greek teachers appear very positive, even slightly more positive than Scottish teachers, as it appears from the t-test, towards the development of matters other than the academic aspects of children. In addition to the importance that Greek teachers give to the acquisition of manners (see table 4.16 above), they appear to appreciate very greatly the value of creative abilities and self expression of children and the enjoyment that children can obtain from school (see tables 4.37, 4.38, 4.39).

Nationality	Not Important		Fairly Important		Important		Very Important		Essential	
	N	%	N	%	N	%	N	%	N	%
Scottish	0	0	1	1	2	2	43	46	47	51
Greek	1	1	2	2	5	5	17	16	79	76
Total	1	1	3	2	8	4	58	29	127	64

Chi-Square=18.77

df=4

p=0.0008

TABLE 4.37: Responses to the statement: 'Importance of development of pupils' creative abilities'.

Nationality	Not Important		Fairly Important		Important		Very Important		Essential	
	N	%	N	%	N	%	N	%	N	%
Scottish	0	0	1	1	2	2	43	46	47	51
Greek	0	0	1	1	8	8	17	16	78	75
Total	0	0	2	1	10	5	60	30	125	64

Chi-Square=22.009

df=3

p=0.00007

TABLE 4.38 : Responses to the statement: 'Importance of encouragement of self-expression'.

Nationality	Not Important		Fairly Important		Important		Very Important		Essential	
	N	%	N	%	N	%	N	%	N	%
Scottish	0	0	1	1	0	0	37	40	55	59
Greek	0	0	1	1	5	5	25	24	73	70
Total	0	0	2	1	5	3	62	31	128	65

Chi-Square=9.26

df=3

p=0.02

TABLE 4.39 : Responses to the statement: 'Importance of enjoyment of school'.

However, although Greek teachers consider all these teaching aims significant, in practice it does not seem that they can implement them in the Greek primary schools mainly because of the whole-class teaching they have to follow, the centrally administered curriculum and the lack of appropriate educational material and equipment. Reference to all these negative factors will be made in more detail in chapter five.

Next, teachers' attitudes towards two different teaching approaches (the teacher-directed approach and the child-centred approach) are worth reporting. Contrary to expectation some Greek teachers responded negatively to the statement: 'I feel that it is essential for a classroom teacher to follow a teacher-directed approach to curriculum objectives', and some

of them appeared to be uncertain about the importance of the teacher directed method (see table 4.40).

Nationality	Strongly Disagree		Disagree		Uncertain/ No Answer		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
Scottish	0	0	10	10	33	36	33	36	17	18
Greek	6	6	28	27	27	26	29	28	14	13
Total	6	3	38	19	60	31	62	32	31	15

Chi-Square=15.10

df=4

p=0.004

TABLE 4.40 : Responses to the statement: 'I feel that it is essential for a classroom teacher to follow a teacher-directed approach to curriculum objectives'.

Therefore, it seems that some Greek teachers doubt the teaching method they are forced by the centrally administered curriculum to follow. On the other hand, concerning the statement which refers to the significance of a child-centred approach to curriculum objectives, only 20 per cent of Scottish teachers seem to agree that it is essential for a classroom teacher, in whose class a child with SENs has been placed, to follow a child centred approach to curriculum objectives (see table 4.41).

This implies that some Scottish teachers doubt the approach they have followed for some decades. Consequently, it appears that some Scottish and Greek teachers question the teaching methods they are asked to follow at the moment and may tend to try something different.

Nationality	Strongly Disagree		Disagree		Uncertain/ No Answer		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
Scottish	7	8	30	32	37	40	16	17	3	3
Greek	11	10	28	27	27	26	31	30	7	7
Total	18	9	58	29	64	33	47	24	10	5

Chi-Square=8.31

df=4

p=0.08

TABLE 4.41: Responses to the statement: 'I feel that it is essential for a classroom teacher to follow a child-centred approach to curriculum objectives'.

4.3.7. Attitude towards factors which can facilitate integration

The t-test for the group of items which referred to teachers' behaviour which can facilitate integration presented significance with Scottish teachers returning higher scores than Greek

teachers. However, that difference does not mean that Greek teachers did not appear to consider the proposed characteristics as significant; it seems that the majority of both groups of teachers agree that a classroom teacher should follow a sympathetic approach with children with SENs, should have patience, and should prepare the other children for accepting their peers with SENs (see appendix, tables 17, 18 and table 4.11). Despite the fact that the p value presented significance, when chi-square was computed for the items which referred to the importance of sense of humour, of organisational skills and of general teachers' competence (see tables 4.42, 4.43, 4.44), it can be seen that about 90 per cent of the answers of Scottish and Greek teachers fall into the categories 'Agree' and 'Strongly Agree', with more Scottish teachers strongly agreeing.

Nationality	Strongly Disagree		Disagree		Uncertain/ No Answer		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
Scottish	0	0	1	1	0	0	22	24	70	75
Greek	0	0	1	1	8	8	29	28	66	63
Total	0	0	2	1	8	4	51	26	136	69

Chi-Square=8.49 df=3 p=0.03

TABLE 4.42 : Responses to the statement: 'I feel that it is essential for a classroom teacher to have sense of humour'.

Nationality	Strongly Disagree		Disagree		Uncertain/ No Answer		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
Scottish	0	0	0	0	0	0	26	28	67	72
Greek	0	0	1	1	12	11	34	33	57	55
Total	0	0	1	1	12	6	60	30	124	63

Chi-Square=14.30 df=3 p=0.002

TABLE 4.43 : Responses to the statement: 'I feel that it is essential for a classroom teacher to have organisational skills'.

Nationality	Strongly Disagree		Disagree		Uncertain/ No Answer		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
Scottish	0	0	0	0	3	3	27	29	63	68
Greek	3	3	8	8	8	8	39	37	46	44
Total	3	2	8	4	11	5	66	34	109	55

Chi-Square=17.54

df=4

p=0.001

TABLE 4.44 : Responses to the statement: 'I feel that it is essential for a classroom teacher to have general competence'

Therefore, it seems that both Scottish and Greek teachers share a common view of core qualities (i.e., sympathetic approach, patience, sense of humour, organisational skills and teaching competence) that make for good teachers who can facilitate integration of children with SENs in ordinary schools. If this is the case, those teachers' perceptions should be taken into account by the administrators of education, when decisions are taken concerning teachers' training courses and professional development.

With reference to the group of items about school factors which can facilitate integration, the t-test presented significance with Scottish teachers again returning higher scores than Greek teachers on every item of that group, i.e. significance of (a) smaller class size, (b) necessary equipment and (c) positive attitudes of head teachers and teachers towards children with SENs (see tables 4.7, 4.45, 4.46).

On that group of items Greek teachers returned a lower score by a double standard deviation compared to the group of Scottish teachers (see table 4.1). However, this does not mean that Greek teachers were negative towards these statements. Rather, their answers simply fell, apart from the category 'strongly agree', to the categories 'agree' and 'uncertain'. The fact that Scottish teachers appreciated more the importance of these factors can be explained by the fact that they have realised in practice how important these can be.

Nationality	Strongly Disagree		Disagree		Uncertain/ No Answer		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
Scottish	0	0	0	0	2	2	8	9	83	89
Greek	0	0	0	0	7	7	31	30	66	63
Total	0	0	0	0	9	4	39	20	149	76

Chi-Square=17.72

df=2

p=0.0001

TABLE 4.45: Response to the statement: 'I think that necessary equipment is an essential feature of school organisation which can facilitate the integration of children with SENs into ordinary schools'.

Nationality	Strongly Disagree		Disagree		Uncertain/ No Answer		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
Scottish	0	0	0	0	3	3	8	9	82	88
Greek	0	0	2	2	13	13	40	38	49	47
Total	0	0	2	1	16	8	48	24	131	67

Chi-Square=37.39

df=3

p=0.000

TABLE 4.46: Response to the statement: 'I think that positive attitudes of head teachers and teachers is an essential feature of school organisation which can facilitate the integration of children with SENs into ordinary schools'.

Two other items which were analysed separately are worth mentioning. First, the majority of both groups of teachers appeared uncertain about their success in meeting the SENs of their pupils. However, by collapsing together the categories 'agree' and 'strongly agree' it can be seen that 15 per cent of Scottish more than Greek teachers considered themselves successful (see table 4.47).

Nationality	Strongly Disagree		Disagree		Uncertain/ No Answer		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
Scottish	4	4	9	10	47	51	31	33	2	2
Greek	6	6	18	17	59	57	18	17	3	3
Total	10	5	27	14	106	54	49	25	5	2

Chi-Square=7.81

df=4

p= non significant

TABLE 4.47: Responses to the statement: 'I consider myself successful in meeting the special educational needs of my pupils'.

This is consistent with the fact that in Greece (more than in Scotland) the appropriate conditions for meeting the SENs of pupils who are integrated in ordinary classrooms do not exist. As one Greek teacher commented, 'there is not the possibility of success in something you do not know how to cope with'.

Some Scottish teachers also explained their negative or uncertain response by the fact that:

- they lacked sufficient support and resources;
- the time available limited their success;
- they were 'frustrated' by the large number of students in the classroom; and
- they had not received specialized training.

Secondly, according to teachers' opinion about the amount of change which should take place in the ordinary classroom routine for the accommodation of children with SENs (see table 4.48), it appeared that in Scottish classrooms 'some' changes should take place, while in Greek classrooms 'considerable' and 'major' changes should take place.

These responses seem to reflect the progress of integration in the two educational systems and the different nature of the two systems.

Nationality	no one change		slight changes		some changes		considerable changes		major changes	
	N	%	N	%	N	%	N	%	N	%
Scottish	0	0	13	15	51	59	14	16	9	10
Greek	2	2	2	2	20	19	44	43	35	34

Chi-Square=53.51

df=4

p=0.000

TABLE 4.48: Responses to the statement: 'I consider that the following amount of change should take place in ordinary classroom's routine for accommodating children with SENs successfully'.

4.3.8. Summary

This chapter examined the results of the quantitative data analysis, i.e., the analysis of teachers' responses to the questionnaire. The main findings are the following:

- Concerning the characteristics of the sample, male teachers appeared to be a minority covering 3 per cent of Scottish and 39 per cent of Greek teachers. Moreover, more Greek teachers compared with Scottish teachers appeared to have children with SENs in their classrooms.
- According to the t-test result for the group of items which referred to the general attitude towards integration, Scottish teachers appeared slightly more positive than Greek teachers, although both groups of teachers appeared positive.
- Both Scottish and Greek teachers seemed to consider that the policy of integration presents social advantages for children with SENs but questioned the extent to which children with SENs can benefit educationally.
- Greek teachers appeared to doubt the extent to which (a) integration of children with SENs in ordinary schools has social advantages for the other children in the classroom, and (b) the advantages of integration are greater than the disadvantages.
- Concerning their attitudes towards different disabilities, Greek teachers appeared rather negative and uncertain towards the integration of children with developmental disabilities compared with Scottish teachers, while they appeared more positive than Scottish teachers towards the integration of children with behaviour and emotional problems.
- When comparison between the job of the learning support teachers (in Scottish schools) and the special teachers (in Greek schools) took place, it appeared that the learning support teachers work in the learning support classroom and in the ordinary classroom as well, while the special teachers work only in the special classroom withdrawing children with SENs and teaching them in groups. Moreover, the majority of Scottish classroom teachers stated that the learning support teachers work in co-operation with the classroom teachers, while the co-operation between the Greek classroom teachers and the special teachers seems to be insufficient. In addition, while 61 per cent of Scottish teachers found the assistance of the learning support teachers helpful, only 32 per cent of Greek teachers found the assistance of the special teachers helpful.
- When Scottish and Greek teachers were asked to evaluate their other support services, Scottish teachers showed high levels of dissatisfaction with almost all their support

services, with learning support teachers and educational psychologists appearing more satisfactory than all the other Scottish support services. Similarly, only a small minority of Greek primary teachers (10 per cent) considered the assistance of school advisers helpful.

- Another interesting finding was that, although Scottish teachers were very positive towards the employment of auxiliaries, Greek teachers appeared not to regard auxiliaries as an essential feature of school organisation which can contribute to the successful implementation of integration.
- 46 per cent of Greek teachers compared with 19 per cent of Scottish teachers stated that at least one child for whom assistance was needed but not provided existed in their school.
- Greek teachers appeared very willing, even more willing than Scottish teachers to learn more about the psychological, social and physical characteristics of children with SENs.
- Both Scottish and Greek teachers agree (with many more Greek than Scottish teachers who strongly agree) that training courses on special educational needs should combine theory and practice.
- Concerning teaching aims and teaching methods, the majority of Scottish and Greek teachers do not consider the promotion of a high level of academic attainment as a very important or essential teaching aim. On the other hand, more Greek than Scottish teachers appeared to consider the acquisition of manners, the development of pupils' creative abilities, the encouragement of self-expression and the enjoyment of school as 'essential' teaching aims.
- Some Scottish and Greek teachers appeared to question the system they currently follow (i.e., Scottish teachers appeared to question the child-centred approach, and Greek teachers appeared to question the teacher-directed approach to curriculum objectives).
- The majority of Scottish and Greek teachers seemed to accept that there are some core qualities that make for good teachers (i.e. teaching competence, organisational skills, sympathetic approach, patience, sense of humour) and some features of school organisation (i.e. smaller class size, necessary equipment and positive attitudes of head teachers and teachers) which can facilitate integration.
- More than fifty per cent of Scottish and Greek teachers doubt the extent to which they are successful in meeting the SENs of their pupils.

- Finally, the majority of Scottish teachers consider that 'some' changes should take place in the everyday classroom's routine for accommodating children with SENs successfully, while according to the majority of Greek teachers the required changes are characterised as 'considerable' and 'major'.

The quantitative data which have been presented in this chapter will be illuminated in the following chapter, where the qualitative data of this research study will be presented in the form of the case studies.

CHAPTER FIVE

QUALITATIVE DATA ANALYSIS

5.1. Introduction

Case studies were conducted not only in order to shed light on quantitative data, but because they were considered an appropriate means of investigation in themselves. In the methodology chapter the rationale for including case studies in the present research study was presented, and the research instruments were described. This chapter intends to present and analyse the qualitative data of the case studies.

Each case study will be described separately: first, the five case studies which were conducted in Scotland and, then, the five case studies which were conducted in Greece. At the beginning of this description, it is considered that the provision of information about the school environment gives the reader the opportunity to be introduced to the environmental context in which the studies took place. Next, the children who were studied will be described in terms of their demographic and physical characteristics, their kind of SENs, their family history, their behaviour in school and their relations with their peers. The description of the characteristics of the teachers who participated in the studies will be presented afterwards. After the presentation of teachers' demographic data, the data which were collected from observation will give an idea of the behaviour of every teacher in the classroom, of the teaching methods he/she used and of the teacher's relations with the child with SENs and with the other children. Finally, for every case study, the procedure of meeting the needs of the child with SENs and its evaluation will be discussed, and interesting issues will be highlighted.

At the end of this chapter the conclusions which will be drawn from all the case studies will be discussed stressing the similarities and differences between Scottish and Greek case studies concerning various educational issues which are related to integration.

The following table shows which research instruments elicited the different pieces of information for the Scottish and Greek case studies. (For the detailed description of the research approaches which were used to elicit information for the Scottish and Greek case studies see chapter of methodology.)

Information about	Research approaches employed
the school area	• head teacher's questionnaire*+
the teaching staff	• head teacher's questionnaire*+
the grade level	• teacher's questionnaire and observation
class size	• teacher's questionnaire and observation
age of the child with SENS	• child's file*+
kind of SENS of the child	• child's file* • interview with the teacher and the parents of the child with SENS*+ • observation
family history	• child's file* • interview with the teacher and the parents of the child with SENS*+
child's behaviour in the school	• observation
child's relations with peers	• observation • sociometric test* • interview with the teacher and the parents of the child with SENS*+ • child's file*
teacher's demographic data	• teacher's questionnaire • interview with the teacher*+
teaching methods	• observation • interview with the teacher*+
teacher's behaviour towards the child with SENS and the other children in the classroom	• observation • interview with parents*
teacher's opinion about integration	• teacher's questionnaire • interview with the teacher*+

TABLE 5.1.: Research approaches which were employed for eliciting information for the composition of the case studies.

* This research method was not applicable for the Greek case studies

+ In Greek case studies, instead of that method, the data were drawn from informal discussion with the classroom teacher.

Table 5.1. shows that more research instruments and techniques were used in gathering qualitative data in Scotland than in Greece due to the different conditions in the two contexts. As a consequence the Scottish case studies were researched in more depth and were more extended compared with the Greek ones.

It must also be mentioned that the names of the children with SENs and their teachers are not the real ones; they have been replaced by other names of the same gender to maintain confidentiality. Moreover, it may be useful for the reader to examine the summarising tables of the case studies which have been put in Appendix 11, in order to obtain a general idea about the context of each case study and the children with SENs and the classroom teachers who participated in these case studies.

5.2. Description of five case studies of children with SENs who were integrated in Scottish ordinary state schools

5.2.1. First case study: Laura

<p>The child</p> <p><u>Name:</u> Laura</p> <p><u>Age:</u> 8 years old</p> <p><u>Grade level:</u> P3 (/P4)</p> <p><u>Class size:</u> 23 pupils</p>	<p>School area: socially mixed (middle class and working class)</p> <p>Kind of SENs of the child not able to read, difficulty in recognising letters and sounds</p>	<p>The teacher</p> <p><u>Name:</u> Miss Jane</p> <p><u>Age:</u> 36-40 years old</p> <p><u>Years of experience:</u> 16 years</p>
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The socio-economic background of the children who studied in that school was mixed, i.e. middle class and working class, with more middle class at the infant end of school. According to the head teacher, the school building and facilities were 'adequate' as an environment for primary education. An extensive green field existed beside the school, where the children used to play during break time.

There were thirteen full-time and two part-time teachers in the school. There were 301-400 children on the roll in that school, and in most of the classes there were 21-29 children grouped in year groups or in 2-year vertical groups (composite classes). There were 23 pupils in the classroom where the observation took place. It was a composite class with seven students of primary four, and sixteen students of primary three. The classroom environment was very pleasant. The windows were big, providing a nice view to the green field. In addition to the arrangements of desks, there were other two tables with books, work cards and pencils, a table for art work and a book case full of books. The walls were covered with diagrams for maths and language, and beautiful drawings done by the children. Some of the drawings were the product of the cooperative work of a group of children. The desks were placed two or three together, and four different arrangements were composed. Around every arrangement of desks five to six children sat. These seats were not fixed for every child, and they changed from time to time, when different activities took place. The children at each setting of tables were of mixed ability and were put around the tables by 'social criteria', as the teacher told me. For example, a naughty boy was placed between two girls who worked properly.

Independently of the way they sat in the classroom, every child (except for Laura, the child on whom this case study focuses) belonged to an ability group. These ability groups were identified by the names of different colours. The teacher invited to her place a different ability group at a time in order to work together. The children who were invited by the name of their group left their seats and went to work near their teacher's chair, sitting around her on the carpet. Sometimes the teacher and one ability group worked together sitting round an arrangement of tables, while the children who usually sat on those seats dealt with another activity in another part of the classroom at that time.

The appropriate material was provided in that classroom, which helped the teacher and the children to work creatively. Papers, paints, paint brushes, pairs of scissors, toys for construction, and attractive books were abundant in that classroom. Moreover, a computer placed in one corner of the classroom gave the opportunity to groups of children to have an enjoyable exercise in maths and language. Even the two cupboards of that classroom were full of educational material. When children finished their maths' or language' work, they had always something interesting to deal with. Moreover, other educational facilities were provided outside the classroom, i.e. T.V., cooking facilities, a gym hall, etc.

Laura was a thin girl, always dressed in nice clean clothes with her long dark hair well brushed. Her height was moderate to short for her age. She was 8 years old (born in February 1983) but she was enrolled in P3 because she had repeated one class. She was the second of five children; she had three sisters (9, 6 and 5 years old) and a brother (4 years old). The parents were young (about thirty years old), good looking, and they seemed very caring towards their children. The father was a seaman and the mother was a housewife. In a report compiled by the educational psychologist who dealt with Laura, it was mentioned that the mother had had to cope for several weeks on her own while father was away.

I visited the parents at home. They were very friendly and willing to chat to me. They told me that they had moved to the semi-detached house where they now live two years ago. Although it was a small house, as the educational psychologist characterised it, it was pleasant, warm, neat and tidy with a living room and three small bedrooms.

The parents speculated that Laura's learning difficulties might have been inherited. They told me that Laura's uncle (her mother's brother) was 'dyslexic'. Laura's father stated that he himself had 'a bit of dyslexia' when he was in school. Laura had repeated primary one. As the mother explained to me, it happened because Laura did not like the nursery school. So instead of placing her in nursery school, the head teacher of the previous school put her in primary one. Therefore, the following year she repeated primary one, as she was supposed

to do, according to her age. When Laura was in primary one, she did not seem to have any problem in the acquisition of the pre-learning skills, but, when she went to primary two, her parents realised that she had problems of concentration and she could not immediately grasp what she was taught. Moreover, the parents had realised from the early stages of Laura's schooling that there could be a problem concerning her attainment in school, because she was treated differently from the other children in the classroom. Whereas all the other children were assigned a book to read by the teacher, this never happened with Laura. When the parents discussed this problem with the teacher and the head teacher, they received the explanation that their daughter was rather immature and she needed some more time compared with the other children in order to acquire the pre-learning skills. After some months, Laura's parents learned from a friend who had a son with similar learning difficulties about the system of assessment of children with learning difficulties and the possibility of the provision of extra learning support. Consequently, Laura's parents went to school and asked the head teacher for an assessment of their daughter, but they received the response that Laura did not need an assessment that time.

As the parents told me, Laura was a very nice girl. She was very loving in her family and she communicated very well with adults. People loved her, as her father stressed to me. Sometimes she was very straight forward, very out-spoken. Moreover, she was very protective about every member of her family. Her father noticed that, generally, there was 'a big difference between Laura at school and Laura outside school'. In his opinion, people in the school did not really know Laura. At home she enjoyed playing with her sisters and her cousins, as she told me. She also liked cooking pancakes, which was 'a big fun' for her. She loved music very much and her parents had bought a keyboard for her and her sister.

Laura's main problem was in reading. It is worth mentioning, when once in the classroom I suggested to Laura to read a book or to have a look at the pictures of a book - since she did not have what to do - she told me that she did not like books. Not only could she not read, but she could not also recognise all the letters and their sounds. This was always a problem because she was always dependent on somebody for everything that was related to reading, e.g. she could not fill in her sociometric test by herself, she could not read the instructions of the games on the computer and she always had to be placed with children who read well in order to follow the instructions. The teacher intentionally, as she told me later, put Laura with children who did not have such problems. Her difficulties in reading had a negative influence on her self-esteem and her mood when she was at school.

Laura seemed to have ambivalent feelings about her school. Once she told me that she did not like waking up in the morning 'for going to school and for working...working...working!'.

However, another time she let me know that she liked her classroom, she liked school 'a little bit'. She enjoyed cooking and watching television in school, but she did not like working in language and maths. As she told me:

I don't like people who say 'Laura, you have to do your maths work. And when you have done your maths' work, you feel so tired! You like to leave school for it...

Moreover, Laura thought that the learning support teacher set hard work and homework for her. Her parents said that there were things that Laura liked in school, as cooking. She also loved working for a project about space. While at some times she said to her parents 'I hate that school, I am not going back', at other times she would cry to go to school. In addition, in her file it was mentioned that in a meeting with the principal learning support teacher Laura expressed the opinion that school was 'rubbish' and she hated it. In other words, it seemed that Laura's attitude toward school was influenced very much by her mood and by the particular activities she might be engaged in.

Laura's teacher, Miss Jane, was tall and thin, in her late thirties, and had 16 years of teaching experience. As she told me, she had worked for many years with children of primary one, two and three, and she preferred that age of children, because they were willing to work with enthusiasm. Her behaviour was the same towards all the children and she did not appear to favour or disfavour any child. She was almost always calm and kind with them and the volume of her voice was low. She tried every time to prepare for the children interesting things to do and she used to give them many stimuli, e.g she presented new books and new educational material to them. Moreover, she heard with patience what children said to her. Her reactions to the children's completed work was usually a word like 'right!' or 'good!'; a response which definitely was not sufficiently motivating for a child who was unwilling to work.

At the beginning of the day the children sat around their teacher and had a discussion with her on a certain topic. Every child expressed his/her own experiences on the topic. The teacher asked all the children to speak and to express their own ideas and experiences. She heard them with interest and at the end she summarised what the child had said or she said something like 'Oh, really?' or 'What a shame!'. After the end of the discussion, the teacher assigned to the children the work of the day -which was also written on the blackboard for every group- and every child began working. I was actually surprised by the fact that almost every child was aware of what he/she was supposed to do, while many different things were happening in the room. Then, every now and then during the day she invited a different group of children to her chair and she worked with them.

The teaching method which was followed by the classroom teacher was an 'integrated day'. She used to give some work to the children in the morning and every now and then they

could choose what they would like to do first. The teacher was very pleased with that system, even if she needed to organise everything very well herself, and she thought that it worked very well. She told me that it makes some pupils quite mature and responsible about their work, even if there are always one or two who really need to have somebody to call them and tell them what they are supposed to do. The only disadvantage that could be observed in that system of working in groups was the noise which was produced; however, as the teacher told me, the children had become used to it and could work without any problem. Only occasionally would the teacher assign the same work to all the children in the classroom. For example, she wrote on the blackboard new words and the children had to write a paragraph using those words.

When I asked Miss Jane about her opinion regarding integration of children with SENs in ordinary schools, she expressed her doubts about that. She did not know how it could work, because she thought that a great deal of teacher's time would have to be channelled towards these particular children. She did not feel that it would work. However, even if she could not see in such a policy any advantage from an educational point of view, she could see a social advantage: that 'normal' children would see children with a sort of physical or mental handicap and would learn to mix well with them. For integration to be implemented successfully she thought that a teacher had to have somebody in the room all the time in order to help. According to her

If you had a lot of support it would be an ideal situation...

However, she thought that inviting a severely mentally or physically handicapped child to come into a 'normal' school without any back-up would be unfair to that child and also to the other children who were in the school. That seemed very difficult at the moment for her, because the resources were very limited.

Obviously then Laura's teacher did not think that it was part of her job to teach children with SENs. As she had not been trained for something like that, she considered it to be very difficult. She gave me the impression that she was not willing to work with children with SENs. It is worth quoting some of her statements:

I have never worked with children who had SENs. I think you need an awful lot of patience and a lot of understanding about their problems, and it could be very stressful for the teacher. I admire the teachers who teach these children... and I think I've been teaching in a 'normal' school very long, that it would be difficult...

She also clarified to me her concept of children with SENs; for her, they were children with developmental or physical disabilities who at the moment studied in a special school. Concerning problems like Laura's, she thought that Laura would benefit if she could be

helped by the learning support teacher every day (not only three times per week). But, as she told me,

certainly, when the learning support teacher is not here, I take Laura sometime around for doing her reading and her maths. But I cannot be all the time with her, because I have 23 others...

As the teacher told me, Laura could participate in the discussions which were taking place in the classroom and she liked to speak about her family. I had the opportunity to see Laura participating in the classroom discussions raising her hand on many occasions and speaking about her own experiences. However, as the teacher told me and as I observed myself, Laura could not cope very well with exercises in language or maths. As was mentioned earlier, Laura did not belong to any ability group in the classroom, and her teacher prepared work especially for her for language and maths. So, during the language work in the classroom, while the other children had to create a paragraph using words which were written on the blackboard, Laura had to write only two simple sentences with the help of her teacher. She did not feel confident working alone and frequently she asked for the feedback and the help of her teacher. For maths, the teacher told me that Laura followed the exercises in the primary two book. I noticed that she met difficulties in making even simple additions and subtractions. It was obvious that she did not use any material such as unit cubes or even counting on her fingers, to assist her on her number work. The teacher told me that she could not really notice any progress in Laura's attainment and that Laura was not really interested in doing language or maths' work and that she quickly became tired when she was dealing with these. According to Miss Jane at that moment Laura was behind the average of children in the class and it was difficult for her to say if Laura would ever reach the average level or not. She only thought that the thing that had to be done that time was to work with Laura in her level. 'That's all you can do', she told me.

However, during the six times I was in the classroom I did not have the opportunity to see the teacher working individually with Laura very much. She usually gave Laura her maths' book in order to fill in the page of the day. She did not seem to trouble too much with children who had learning difficulties. I realised that while she dedicated a certain time for working with every group, she worked with Laura, who did not belong to any group, less frequently and at regular intervals.

Laura told me that she liked her teacher, especially because she played games with her, while she very rarely did so with the learning support teacher. However, when the parents were interviewed, they told me that there were days that Laura cried in the morning because she did not want to go to school and because she did not like her teacher. Furthermore,

once Laura told her parents that whenever a problem arose for her, 'the teacher did not want to know'.

Concerning the social aspect of integration of Laura, the teacher did not think that Laura had a special friend in that classroom. Sometimes she had noticed Laura getting on quite well with the other children, but at other times she was not sure about that. She had noticed that Laura liked to be involved in everything, but sometimes children did not want to be with her. She told me 'Laura likes to be with others but I don't know why they don't'. Sometimes, she had also noticed that when all the children had to join with a partner, Laura did not have anyone. This fact was also stressed by Laura's parents, when they were interviewed. Laura herself told me that during recess she used to play with her little sisters. However, her teacher noticed that Laura seemed to be very friendly with and very helpful to Mary, a girl who had come very recently into that classroom from another school. She was willing to show her the school and to explain to her everything about the school. So, Mary might develop into a friend for Laura. Laura told me that she preferred working 'alone' in the classroom. Many times Laura went around in the classroom and spoke with different people, after she had finished her maths or language work. The results of the sociometric test showed that Laura and another boy of the classroom were not chosen by anybody else for partners at any activity. When that was mentioned to the teacher, she did not feel surprised because, as she said, these children did not seem to have any close friend and they used to seek her attention frequently. The fact that Laura did not have any special friend was confirmed by the following incident. When Laura had to fill in the sociometric test, she was ready to write down the names of children who were not in the classroom. After she was told that she was supposed to write down the names of children from her classroom, she had to think about that without being able to put something down spontaneously. After thinking for some time she wrote down the name of the girl who was helping her to fill in her sociometric test (since she was not able to spell the names of the children without any help). Then she wrote down other two names: the name of another girl she played with in the playground and the name of a girl she liked because she was 'funny sometimes', as she told me afterwards.

I observed Laura once during recess. She went with Mary, the new girl, to play on the grass. They joined a large group of children and they began playing a game. She seemed to be enjoying herself. She also told me that she used to play 'mums and dads' in the playground with two other girls (who were also chosen by Laura in the sociometric test), and that she used to play the role of the mum. Moreover, she let me know that she did not like boys, except for one boy whose parents were friends with her parents.

However, as the mother told me, out of school Laura had lots of friends and she used to play rather with children who were not in her class, than with children of her class. It happened because, according to her parents, Laura did not mix too well with the other children in her classroom because they used to tease her about the way she worked in the class and they did not want to work with her. Therefore, it is obvious that Laura's learning difficulties influenced very much her social relations in the classroom. She and the other children were very 'well aware of her learning problems', as the father commented. It is worth mentioning that one day a boy told me to help Laura to join some pieces of a picture, because it was 'difficult for Laura to make it alone'. Moreover, the parents mentioned to me a recent incident with a boy in the classroom who asked Laura to spell a word that he knew that she could not spell and he laughed at her. Furthermore, one day when the mother asked Laura about whom she had played with that day, she answered that she had played with her youngest sister. Then, when the mother asked her again if she used to play sometimes with somebody from her classroom, she answered negatively, commenting that they would not let her anyway, because they did not like her!

Concerning the ways of motivating Laura, Miss Jane told me that she had found a stamp with a smiling face, or stars helpful for motivating Laura. However, during all the period that I was there I did not notice her use them. According to Laura's parents, Miss Jane was rather 'indifferent' towards Laura. She never praised Laura and she was never interested in looking at her homework. She told them that she was too busy, since she had so many children in the classroom and that she could not deal only with Laura. Laura's father let me know that he went to the school and he asked the teacher to have a look at Laura's homework every day, and he also suggested that it would be very encouraging and motivating for Laura, if she was rewarded with stars every time she made some progress in reading or writing. Actually, after that recommendation the teacher started doing so, and, according to her father, Laura was well motivated at that stage. She went home feeling very happy for the stars she got at school. Unfortunately, the stars stopped after some period of time. So, Laura's parents did not speak to the teacher any more about Laura's problems with the other children because they found it 'pointless'. Also, they mentioned to me that when the teacher was told in a meeting with the educational psychologist what she should do, she had said :

Oh, no, I do not have time for that. I have 22 other children!.

Furthermore, the mother let me know that she had spoken to the teacher about the fact that the other children teased Laura several times, but there was nothing done about that. The teacher told her that she had a whole class and she could not be for Laura and not for the rest. Her mother commented that it was 'a hopeless case'.

It is also interesting that the parents thought that there was not any connection between the way they were treated in that school, and the way they were treated in Laura's previous school. As they told me, before they moved there, Laura had gone to a 'very good' school, a 'brilliant' school where there was real co-operation between the teachers and the parents. Laura's teacher in that school was 'very nice' and always encouraged her with praise and stars. In the previous school, the communication between parents and teachers was excellent and there were not 'barriers' between them. The parents used to buy for the teachers gifts for Christmas and Easter, because the children asked for that. They really loved their teachers. The teachers, for their part, sent cards to the children for Christmas and Easter and beautiful letters when the children were ill. On the contrary, as the parents informed me, the situation was quite different in the present school. The head teacher was very nice 'when there were no problems'. When problems arose, she could not find solutions and she complicated the situations. As the father told me,

...you just go to school and you say [sic] about your problem. And they just say [sic] you anything for getting rid of you. And, then, you go back again and you state your problem to them and they just aren't interested. So, you spend your energy just going round and round in circles. And you don't get anywhere.

So, Laura's parents thought that in the present school there were 'barriers' and there no communication and co-operation between parents and teachers. The teachers did not want to let the parents know what they were doing with their children and how they were doing it. Laura's parents felt that the teachers in that school related to people who could do the work, while the children who could not do the work were 'placed aside'. A scene from the first meeting of the parents with the Educational Psychologist, the head teacher, the classroom teacher and the learning support teacher, as described by Laura's parents, gives an idea of the nature of the relationship between the parents and the head teacher. In that meeting, the head teacher said to the parents: 'Laura may not make secondary'. The educational psychologist said: 'Well, you are going a bit far', and the mother told her:

I am telling you now. Do not come to me when my daughter is 11 years old and tell me that she has never been taught anything. I told you two years ago about my daughter and it is your job to teach her. Don't come to me and say that my daughter is unteachable, when she is 11 years old!

Another indication of the problematic communication between the parents and the head teacher was the fact that when I told the head teacher the last time I visited the school how pleased I was at how co-operative the teacher had been, she suggested to me that it would be good to say to Laura's parents how good the teacher was, and that Laura did not have individualised help earlier because she was 'immature'!

Concerning the frequency that parents-teachers' meetings took place, the teacher told me that the school used to organise parents' evenings twice a year and Laura's mother had attended the last one in October. Moreover, she had seen Laura's parents on different occasions about Laura, together with the learning support teacher and the Educational Psychologist, and they all talked about Laura's problems.

Laura's file which showed her history of referral and the procedure of meeting her needs appeared as following: Laura was referred in September 1990 by her head teacher. In the referral form it was stated by the class teacher that Laura had great difficulty in retaining knowledge and she failed to respond to individual attention. More specifically, the head teacher stated the following reasons for Laura's referral:

Laura showed little interest and no capacity to read or count in P1. Her absence record has always been poor and she seldom comes to school in time.

...she retains few words or initial sounds and cannot recognise numbers above 5. Despite the advantages of a small class and extra help, she has made little progress.

Moreover, the learning support teacher, who was working part-time in that school, stated:

Laura, whom I have seen for about a week, has not yet acquired even the minimal skill of recognising single letters.

In the referral form the head teacher stated that

Laura was attention seeking in playground and unwilling to play with others, but she became more outgoing from the time that her younger sisters started school.

The head teacher herself decided that Laura should be referred in order to be assessed. She called the mother to her office and she told her that Laura had seen the educational psychologist and that he wanted to see her. The mother panicked that time because she did not know what the job of an Educational Psychologist was, and, as she told me, she felt badly because the head teacher did not explain to her the whole procedure for referral and she did not ask for her opinion from the very beginning. However, when she met the educational psychologist, he explained everything to her. 'He was nice', as the mother told me. Moreover, the parents let me know that they had never been told that Laura had difficulty in reading until the educational psychologist told them so, and they had never met the learning support teacher, until Laura was referred to the Psychological Services, and the classroom teacher had not said 'a word' about Laura's difficulties.

Two months after the referral (in November 1990) a Principal learning support teacher visited the school and reported that Laura's classroom teacher was preparing a lot of individual work for her, while the learning support teacher was giving her a steady input in reading and

phonics. She also expressed the opinion that motivation would also be best provided at that time with 'non-school' subjects and tasks, 'as the normal school curriculum seems to hold no relevance for Laura'. She also reported that 'self-concept and motivation may be the key'. However she did not suggest any way for motivating Laura and boosting her self-esteem. After Laura was referred, the only difference that the parents saw was that Laura received a reading book. Of course, she continued visiting the learning support teacher, as she did before she was referred, although the parents knew nothing about that, as they told me.

Concerning Laura's assessment, the parents told me that she had met the educational psychologist for half an hour. The only thing that Laura recalled from that time was that she was asked to draw something. The father criticised the fact that the time taken for the assessment was very short. After Laura's assessment, the educational psychologist gave the impression that there was nothing to worry about. He only said that it would be good to take one step at a time with Laura. He considered that Laura could benefit from regular contact with an interested adult after school, who could encourage visits to the local library and engage in shared reading and number activities/games. In his opinion, a person like that could also improve Laura's self-esteem by giving her more individual time in discussion and play. So, he applied to a Volunteer Tutors Organisation in January 1991 and after two months he received a letter saying that a volunteer tutor was available for Laura. The last time I went to Laura's school, the head teacher announced to me that they had got a volunteer - a trained teacher - to offer individualised help to Laura.

Summarising the procedure of meeting Laura's needs: Laura was referred to the psychological services one and a half years ago. She began receiving extra support from the learning support teacher who worked part time at that school. Recently, a volunteer trained teacher had been found for the provision of individualised help to Laura.

With reference to the aspirations of the parents, they wanted all their children to finish secondary school and to have a successful professional life with a very good salary. They hoped that Laura's learning problems would be recognised and defined, that she would be taught appropriately and offered whatever she needed: a teacher who could help her with the appropriate material. Finally, they hoped that with extra help Laura would be able to overcome her difficulties, she would master the basic skills in language and maths which would give her the opportunity to go on to secondary school and then to College, succeeding eventually in finding a job she would like and an independent life.

The opinion of the teacher about Laura was that she would be able to do things for herself. She hoped that she would be able to acquire basic skills in reading and maths up to a certain level. According to the teacher, although she considered it too early to predict, Laura might

be able to work on a supermarket check-out or as a helper in a nursery school, since she appeared to be quite interested in helping children.

As far as the evaluation of Laura's integration is concerned, according to Laura's parents, their daughter had been neither academically nor socially integrated in her classroom. As the father told me, in the school 'there was nothing for Laura' and he described the situation as following:

She goes to the classroom in the morning, she gets extremely bad from the time she goes in to the minute she gets out and there is nothing there for her... There are not goals in that school for her...

Moreover, the parents thought that Laura was made far too aware of her problem. In the school she was made aware of it by the teacher and by the other children in the class, whereas at home the parents 'did not make a big thing about that'. They did not even mention it. Moreover, Laura's parents did not consider the support provided by the learning support teacher enough, since she was not there every day (she was working part-time). They thought that Laura needed a person -probably an auxiliary- who would deal with her 'as an individual'. On the other hand, the teacher felt that at that moment Laura was significantly helped by the learning support teacher and by the other children; however, she agreed that Laura needed at that moment to have a one-to-one relationship with somebody. According to her, Laura needed 'somebody to talk to her' to enrich her vocabulary and her way of thinking. Therefore the volunteer teacher could be a good solution for meeting Laura's needs.

Interesting Issues

- In this case it seems that Laura's special educational needs were not sufficiently met, although she studied in a pleasant school environment where the educational material was considered 'adequate'.
- There was not an individualised educational programme created for her, with which the classroom teacher and the learning support teacher could share their roles, and could check Laura's progress.
- The support that Laura received from the learning support teacher was definitely not adequate to meet her needs.

- The classroom teacher was very pleasant with all the children and she appeared enthusiastic, but she did not seem to care and to bother too much about Laura. From the academic aspect, she had not put Laura firmly in her everyday agenda; she dealt only occasionally with her. From the emotional aspect, it seemed that nothing was done, i.e. no effort was noticed for motivating Laura and for integrating her socially. During the interview with her, she let me know that she did not have the appropriate training and the disposition to deal with children with SENs, and that she needed an auxiliary in the classroom all the time to be able to deal with children's SENs.

- Laura's learning difficulties influenced negatively her self-esteem and her relations with the other children in the classroom.

- The teacher and the head teacher thought that the problem was within Laura and they seemed not to accept the important role of the school in influencing or meeting Laura's needs.

- The communication between the teacher, the head teacher and the parents was not particularly good. The parents also were not considered as partners in identifying and meeting Laura's needs. It is speculated that this situation arose because

- (a) teachers did not have the knowledge to solve the problems;

- (b) they were overloaded with many other tasks; and

- (c) they did not have the opportunity to communicate very often with the specialists, e.g. principal support teachers and educational psychologists, to these kinds of problems.

- The parents seemed to know little about their rights, and it appears that there is not an official system for the information from the education authorities to reach to the parents. The parents heard accidentally from a friend about the system of assessment and provision of extra support to children with learning difficulties. Moreover, they felt anxious when they heard that Laura had met an educational psychologist, because nobody explained to them what an educational psychologist is supposed to do.

- From this case study, it seems that there is not a system which ensures early identification of special educational needs. Laura should have been referred much earlier, but she was not.

- Although the teacher was aware of the fact that Laura was not interested in doing her language's and maths' work, she did not do anything special in order to motivate her. In addition, the educational psychologist and the principal learning support teacher did not recommend to the classroom teacher and the learning support teacher specific ways in which they could motivate Laura and boost her self-esteem.

5.2.2. Second case study: Emma

The child <u>Name</u> : Emma <u>Age</u> : 10 years old <u>Grade level</u> : (P4/) P5 <u>Class size</u> : 23 pupils	School area : socially mixed (middle class and working class) Kind of SENs of the child poor reading	The teacher <u>Name</u> : Mrs Kate <u>Age</u> : 36-40 years old <u>Years of experience</u> : 15 years
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The school was located in a rural area and according to the information which was provided by the head teacher the intake of children who studied in that school was mixed (middle class and working class) with the majority of children coming from working class families. As the teacher of the classroom where the observation took place told me, the parents of the children who went to school had a good job and money, but they did not communicate much with their children. So, the school tried to give them many stimuli. The school building and the facilities which were provided were characterised as being 'adequate' by the head teacher.

Apart from the head teacher, there were three full-time teachers and one part time teacher appointed in that school. Moreover, there were three part-time specialists (for gymnastics, music, and craft). The children on the roll were 51-100 and they were grouped in 2-year vertical groups. All the classes were composite, (i.e., P1/2, P3/4, P4/5, P6/7). The number of children in every classroom was not bigger than 25.

There were 23 children in the classroom where the observation took place. It was a composite class with 8 children of primary four and 15 children of primary five. This was an 'open plan' classroom, which means that it was located in a very big room, where two classes were accommodated (the one composed of children of primary four and primary five, and another composed of children of primary six and primary seven). These two classes were taught by two different teachers, each one responsible for her own class, and no cooperative teaching took place in that school. The scheme of open plan classroom gave the opportunity to the two classes to share some resources, e.g. the computer, which was placed in the 'borders' of the two classes, and craft and music rooms which existed in the same space. At the 'borders' of the two classrooms, bookcases were placed with books which could be borrowed and read by children of both classes. On the walls beautiful craft work and drawings done by the children were stuck, and the whole environment was pleasant.

In the classroom where the observation took place (the one composed of children of primary four and primary five), the desks had been placed in arrangements of two and three desks, and three to four children were placed at every arrangement of desks. Only two children had their own individual tables. These seats were fixed for the lessons of language and maths. However, very often I saw children in different seats from the original. In two of these arrangements of desks the eight children of primary four sat (four in each setting), and the other arrangements of tables were occupied by children of primary five. The teacher's desk was placed in the middle of the classroom.

With reference to the resources available in the school, apart from the computer which has already been mentioned, there was a T.V. which provided the opportunity to the children to watch educational programmes at least once a week. In the room where music lessons took place, there were many musical instruments, and a part time music teacher taught some children how to play them. There was also a big room for gym where the children were taught during gym time either by their classroom teacher, or by a special, part-time teacher.

Emma, the child of this case study was born in November 1981. She was a cheerful, pleasant girl, rather tall for her age. She was always dressed in clean, neat clothes, and she gave the impression that she came from a caring, middle-class environment. She lived on a farm, quite far away from the school area. Her father was a manager in a bank and her mother worked in an office. Emma had an older sister, who studied in a private school. I had an interview with Emma's mother who seemed very caring about her children and from what she told me I understood that she gave a lot of thought to the education of her daughters. Concerning Emma's history of SENs, her mother let me know that Emma's father, although he was a very clever man, had problems with spelling.

When Emma was at the beginning of primary four, her mother had noticed that she could not remember words she had first read some time ago and could never read a word by breaking it into syllables. However, she did not pay too much attention to that. That time Emma was very upset about doing her reading homework, although she always enjoyed it before then. Her reading was bad. Her mother told me that she had particular difficulty in reading names, and she missed out words. However, in school Emma could copy things extremely accurately and for that reason the teacher and the head teacher could not identify Emma's learning difficulties. Emma became more and more upset and frustrated with reading, and the parents were getting more agitated, because she was not making progress. However, when the parents mentioned it to the school, teachers said, as the mother told me, that she just had to learn to look up a dictionary and there was nothing else they could do. The teachers in both her current and her previous school (Emma had moved to that school at primary two, in spring

term) did say that Emma was lazy, as her mother told me. Moreover, the mother told me that Emma was compensated to some extent by being particularly good in sums. She did not have any problem with numbers and she found that it was something she could do, so she concentrated on that. Another thing that the mother let me know was that Emma was clumsy.

As Emma told me, her mother helped her when she had problems with her homework. Moreover, Emma's mother let me know that she asked Emma read aloud to her, because the girl did not like doing it 'for herself'.

Emma liked working at school, as she herself told me. She enjoyed maths and hearing stories and discussing them, but she disliked writing stories. Moreover, she liked cooking and sewing at school. Her mother commented that they did not have any problems getting her to school.

With reference to her attainment in school, Emma could draw well, and she could form good letters. When she had to write a paragraph, the construction of the sentences was good, but the lack of imagination and originality was obvious. Moreover, she had a problem with 'b' and 'd'. Many times she wrote down one instead of the other. She was also a bit slow in writing. She used to chat with the other children while she was working. In maths she was very good. I saw her many times not only completing her own work, but also helping the others to fill in their work. She was actually very willing to show things to the others and she was interested in doing everything well. She always tried to do her work as well as possible and she did not try to avoid work.

Emma's teacher, Mrs Kate, was in her late thirties and she had been a teacher for 15 years. It was obvious that she was a very well organised and experienced teacher. She was actually very co-operative with me and always willing to show me how she worked. Her behaviour towards children, was rather 'cold'. At many times she gave 'commands' to the children without explaining to them the purpose of their activities, and she seemed to expect everything to be done according to her directions. Her relations with her pupils seemed to have to do only with the academic aspect of school. She did not try to understand the children who had behaviour problems, or to approach them individually. At the end of the day she used to let children go to their homes, saying to them: 'Off you go, now', without wishing them a good afternoon/evening. She told me that actually, at the end of the day she was 'always tired'. However, she was always willing to explain things again to the children who had not understood them and she was very good at organising. Every assignment which was planned for the children seemed to derive from many educational objectives. For example, during the music lesson she asked the children to produce different sounds with different musical instruments and to say what those sounds reminded them of, combining the

experience of playing a musical instrument with imaginative thinking; another time during gym time she asked children to use the apparatus for producing different geometrical shapes with their body and to describe them.

Although the teacher worked very well from the academic aspect, she gave me the impression that she was rather indifferent about trying new things or helping children from the social aspect or providing individualised help. For example, when I showed her the results of the sociometric tests, she did not seem very interested. This observation is in agreement with the fact that in the questionnaire she strongly disagreed with the statement that she would like to learn more about the psychological, social and physical characteristics of children with SENs.

The teacher followed the system of an 'integrated day' and at the same time different groups of children were engaged in different activities. At the same time it was possible to see children reading a book, children drawing something about a particular topic and writing a paragraph about it, children working at the computer, and children busy with craft work. Almost all the children seemed to enjoy activities as gym, music, watching TV, craft work and drawing. The children belonged to ability groups, and according to the teacher that system worked very well, especially for that class which was composite. She stated that there were many 'immature' children in the classroom and some of them had, additionally, behaviour problems. However, Mrs Kate was uncertain about the whole idea of integration. That was obvious from her answers in the questionnaire and from the interview I had with her. During the interview, which was not recorded because she did not feel comfortable with such an idea, she expressed her reservations about the policy of integration, saying that given the situation in schools nowadays, with big class sizes and lack of back up, it was very difficult for such a policy to be implemented successfully.

In the questionnaire all her answers showed that she was uncertain about the value of the policy of integration of children with SENs in ordinary schools. She was uncertain about the statement that it was part of her job to deal with children with developmental (intellectual) disabilities, physical disabilities and behaviour problems, and she disagreed with the statement that it was part of her job to deal with children with sensory disabilities. She only agreed with the statement that it was part of her job to deal with pupils with problems in speech and language. Moreover, she strongly disagreed with the statement that she had sufficient knowledge about the psychological, social and physical characteristics of children with special educational needs, and, as has already been mentioned, she strongly disagreed with the statement that she would like to learn more about them.

Concerning the way Mrs Kate behaved to Emma, I saw her often give Emma a great deal of praise. I also noticed that when Emma went to her teacher either to ask for help, or to have her work assessed, Mrs Kate always called her by name and she explained to her patiently what she had to do or she praised her when she did well. Once, at the end of the school day, I heard the teacher asking especially Emma how she was getting on with her maths' work. However, Mrs Kate did not seem patient or lenient with other children.

From the interview and her behaviour, it was obvious that Mrs Kate did not consider the learning difficulties of Emma significant. I was surprised when I realised that she had responded negatively to the item in the questionnaire which referred to the existence of children with SENs in the classroom. That meant that she considered that she had no child with SENs in the classroom, even if Emma was referred. In other words, she did not accept that Emma had a real problem. Moreover, she expressed the opinion that Emma's parents referred her to the psychological services in order to receive extra support. According to her, they were 'very ambitious' and they had tried to send their daughter to a private school but she did not succeed in the examinations she sat. She also told me that there were other children in the classroom who were not referred, even if they had more serious problems than Emma. She indicated, it was the insistence of the parents which led to the referral.

Emma, for her part, seemed not to have any problem with her teacher. She listened carefully to her and always followed the instructions which were given by the teacher for completing her work, and she seemed very conscientious.

As I had the opportunity to realise from the observation, Emma was always surrounded by her group of friends. She had her own group of friends with whom she played during play time and sat with at the same table during lunch time. As Emma told me and as I saw, she mainly preferred playing outside with them. In the sociometric test she wrote down the names of six friends.

She also enjoyed working with her friends, but the problem was -as she let me know- that they often copied her work, and for that reason, she sometimes preferred working alone. Actually, in that school there was a cooperative climate. Emma was always willing to help other children who had got stuck and she was sometimes helped by her friends. As I saw, usually there was a long queue of children who wanted to ask for their teacher's help. So it was quicker for a child to ask for help from a friend. The mother thought that Emma always got on well with the other children and she never had problems with people and in making friends. However, according to her mother, Emma did not need to have children around her all the time. She did not live beside the other children of the school, because she lived on a farm,

while the other children lived next door to each other. The teacher also agreed that Emma had good relations with the other children. She also mentioned that she thought that Emma's relationships and friendships were limited outside school, since she lived on a farm. According to the results of the sociometric tests, Emma was chosen by seven children in her classroom as a partner in different school activities. From those, a friend of her had chosen her as a first choice for all three kinds of activities which were mentioned in the questionnaire.

It was obvious that the teacher was not particularly pleased about the fact that Emma had been referred. Emma's parents had meetings twice a year with her teacher and the learning support teacher, so their communication was not very frequent.

From Emma's file, it appeared that she was referred in April 1990. As has already been mentioned, the referral was prompted by her parents, who already had had Emma assessed through the Dyslexia Association. In the referral form it was written that the reason was related to 'learning', 'following a visit to Scottish Dyslexia Association'. In the same referral form her teacher commented that Emma did not volunteer information in discussions, she had poor imagination, and she was immature. Furthermore, she was not confident in spelling ('b' and 'd' were back to front sometimes), was slow with written work in general, day-dreamed and was chatty. It was also mentioned that she enjoyed music - she was willing to play instruments in class and she mixed well with the other children. Moreover, the head teacher commented that Emma had sat and failed the entrance test for a private school, and it was suggested to the father that she might be dyslexic. Then, she was tested by an educational psychologist of the Dyslexia Association who indicated that it was thought that she was dyslexic.

As the mother informed me, the parents decided to have Emma assessed by an educational psychologist of the Dyslexia Association, because they thought that it would not take so long and they wanted to know as soon as possible about Emma's problems in order to help her. That assessment by the Dyslexia Association had three parts: English, arithmetic and Intelligence tests. Although Emma scored very well in arithmetic and intelligence tests, her attainment in English was not so good. Some parts of the report which was compiled by a psychologist of the Dyslexia Association, after Emma was assessed there, give a clear sense of Emma's learning difficulties.

Her language and verbal reasoning skills are good, but her speech is rather unclear and articulation and grammar are somewhat immature. Her reading is very poor for a girl of her age and ability and her word attack skills are not well developed. Her work is well below the level one would expect from a child two thirds of the way through P4. Her writing is neat and pencil control quite good, although some letters are formed strangely.

Finally, the educational psychologist recommended that

...ideally, Emma should receive help, probably on an individual basis, for a minimum of two sessions per week. As with all learning difficulties she would benefit more from short, regular sessions concentrating on frequent review of past learning as well as new work rather than longer sessions with a protracted period in between.

As was mentioned in the report which was composed by the Dyslexia Association, Emma's parents had understood that there was limited remedial help in the school and had been told that Emma would not be a priority to receive such help.

Twenty-five days from the day that the referral form was filled in and sent to the Regional Council, an Educational Psychologist from the Regional Authority tested Emma and reported that she agreed with the Educational Psychologist from the Dyslexia Association that Emma did have serious difficulties specifically with reading and spelling and she did need as much learning support as possible to help her to overcome these. In that report, it was also mentioned that the head teacher hoped to arrange learning support to begin in the summer term. Actually, from the summer term of primary four Emma began receiving extra support from the learning support teacher two days a week. In Emma's annual progress report which was filled in in June 1990, the class teacher wrote that Emma was contributing more to class discussions. Her writing was developing, but her spelling difficulties hindered her writing fluently or at length. In the same report the learning support teacher commented that Emma had poor auditory skills and she had been unable to cope with the early stages of phonic analysis.

Emma also received help from her family environment; she had the opportunity to use a computer they had at home as a word-processor with a spelling check, which was very enjoyable and helpful for her. The teacher also agreed with the idea of using computers as a way of motivating children with difficulties in reading and writing. Moreover, Emma's parents had bought for her a special dictionary which could be used by children with problems in reading and they helped her with her homework.

Emma herself told me that she wanted to become a teacher in a primary school. Her parents talked about her future in the following way. First of all, Emma's mother explained the learning difficulties as something that 'you are born with, a brain fault, in some way'. From the discussion with her, I understood that she and her husband did not intend to point Emma in any direction. All they were trying to do was to obtain for her the best education and help available. Moreover, they thought that language would always be a problem for Emma, more than for the other children. The fact that she always needed more time than for other children in order to complete her language work was considered by the parents something that would always be an obstacle for Emma. They doubted that Emma could enter a University, although

they would be delighted if she could. They obviously did not expect her to end up in a job which involves a lot of reading and writing, because it would not be sensible. Most of all, they wanted Emma to be happy and satisfied with her job.

However, the teacher expected Emma to do very well and to finish secondary school. She told me that she thought that it would be better for Emma not to go to a private school, because there could be a lot of pressure for her in an environment like that. Evaluating Emma's progress, the mother thought that from the time Emma started receiving learning support, she had 'come on an awful lot'. She had improved a lot. Her spelling was still bad, but she had regained her confidence with reading. She admitted that she was pleased with the learning support that Emma received currently. As the mother told me,

They've done an awful lot to help and she really has improved. We are delighted with it!

The mother also acknowledged that the local authority schools were very good in giving help to children with SENs at a primary level, but she expressed her reservations about the provision which was made at a secondary level. As she had heard, in the secondary level there was not sufficient support for children with SENs due to the large numbers of students in the class and the fact that teachers do not have so much time to deal with children with SENs. Therefore, she would not like her daughter to have such problems and, as she told me, with her husband they were trying to get Emma out of that system, by sending her to a private school, where their other daughter studied at the moment. She stated that this private school had a special unit. They had already tried unsuccessfully to enrol Emma there, and they were going to try again, when Emma would be 11 years old.

Finally, Emma's mother expressed the opinion that children with SENs should be helped a lot more. As she told me, she thought that 'much more help should be provided' and she acknowledged that it had to do with money. Emma was getting help twice a week, but it was recommended that she should receive help three times per week. And, as the mother admitted, Emma's case was 'not particularly bad'. She recognized that:-

there are so many cases of children with serious learning difficulties who have priority in receiving help, that the majority group is perhaps in the middle of the road, so that they are not going to get the help required, and they are not going to get on as far as they could do.

Mrs Kate also expressed the opinion that the help which was provided by the learning support teacher -the only support service in that school- was not enough, since she was in the school just twice per week. However, she found that Emma had improved very much since last year. Now, she participated in discussions in the classroom, she expressed her opinion and she looked more mature. In addition, she commented that the psychologist who

now visited the school was very good, while she felt that she had not learnt anything new from the previous psychologists.

Evaluating the whole case study, one may consider that Emma's social and academic integration was successful. Of course, attention should be drawn to the fact that Emma's learning difficulties were very mild. Therefore, the classroom teacher did not need to modify her teaching methods for Emma, and the extra learning support which was provided by the learning support teacher was sufficient for Emma's needs.

Interesting points

- The fact that the school was small, and the school environment warm and pleasant, full of stimuli and educational equipment, seemed to facilitate the integration of children with learning and emotional problems. In addition, children with SENs could feel satisfied dealing with activities they could manage.
- In this case study, Emma's parents who were aware of their rights took the initiative and asked the head teacher to have an assessment of their daughter. So, Emma was assessed and started receiving extra support by the learning support teacher, while other children who had more serious learning difficulties than those of Emma did not do so. Therefore, it is obvious that, in the Scottish educational system, interested parents who are assertive about claiming their rights can have a very active role in the identification of their children's educational needs and the provision of extra support for meeting those needs.
- The classroom teacher of this case study did not appear to be very positive towards the integration of children with SENs in ordinary schools and was not willing to modify her teaching approach for any such child in the classroom. However, it did not influence Emma, since her learning difficulties were not so serious.
- The communication between the parents and the classroom teacher did not seem particularly good. The teacher was annoyed with the fact that the parents asked for the assessment of their daughter and the provision of extra learning support for her, while there were other children in the classroom who in her opinion really needed extra learning support but did not obtain it.
- The use of a computer as a motivator for children with problems in spelling was highlighted in this case study.

- Both the classroom teacher and the parents of the child with SENs stressed the importance of appropriate learning support and smaller classes for the successful integration of children with SENs in ordinary schools.
- The reservations of the parents about the extent to which integration can 'work' in secondary schools due to big classes and due to the fact that there is not time for individualised teaching constitute another interesting point of this case study.
- It is interesting that in this case study Emma's parents realised their daughter's problems, after she took the exams for entrance in a private school.

5.2.3. Third case study: Jack

The child <u>Name:</u> Jack <u>Age:</u> 10 1/2 years old <u>Grade level:</u> P6 <u>Class size:</u> 32 pupils	School area: socially mixed (mainly middle class) Kind of SENs of the child poor reading, restless and over-active in the class	The teacher <u>Name:</u> Miss Kerry <u>Age:</u> 20-25 years old <u>Years of experience:</u> 6 months
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This school was located in the centre of the city in a very attractive area. The socio-economic status of children who studied there was mixed but 'mainly middle class', as the head teacher commented. The school building and the facilities which were provided were characterised as 'adequate'. There were 18 full-time class teachers and some subject specialists. 401-600 children were on the roll, and 30-39 children were placed in most of the classes in year groups. There were 32 pupils in the classroom where the observation took place.

The classroom was very large with many resources. The walls were covered with drawings made by individuals and by other drawings which were the product of the cooperative work of a group of children. The topics of most of these drawings were related to the science projects which were assigned by the teacher to the children. There were five different arrangements of desks. One of these arrangements was called the 'teaching desk'. There, every time groups of children who worked with their teacher sat. The seats were not always fixed for every particular child, but changed from time to time depending on the activity. Many resources were available in that classroom. There was a computer, where the children could deal mainly with word processing and they could print their work, and there were bookcases with interesting books and books appropriate to the projects which were prepared by groups of children. Apart from these, a lot of material for craft work was available.

Jack, the child of this case study, was a thin boy always dressed in clean, neat clothes or in school uniform. He came from a middle class family. The father was an architect and the mother was a nursery assistant but she did not work. Jack had two younger brothers. I visited them at their home to have an interview with Jack and his mother. Only the father was not there at that time. The house was attractive and spacious. Jack had his own room. We sat in the living room. On that occasion the mother told me the history of Jack's SENs. In her own words, when Jack first went to school, he was 'a bit disruptive and difficult to settle into the school'. From the time he went to nursery school he was 'a bit attention seeking'. At the age of five he exposed himself. The teachers wanted to refer him in primary one because of the

way he behaved. However, the parents realised, rather late, that in addition to his emotional problems he also had learning difficulties, especially with reading. The mother explained to me that because Jack was her first child, she had 'absolutely no idea'. She knew that he was a bit disruptive in school and she thought that he was difficult to handle, but she had not realised that he had learning difficulties. He was her first child and her first child who had a problem. As she told me, he used to go home from school and he wanted to change his clothes and go out to play. He never wanted to read and she thought 'well, he is only young; why should I push him?'

According to Jack's mother, the educational system did not help her to see Jack's learning difficulties at an early stage. When Jack was at the beginning of primary school, they did not give children books to take home, until they knew how to read them. Therefore, she did not have the opportunity to realise that Jack had problems in reading, since he had never read for her. Moreover, they did not give them homework. (However, since that time 'they improved a lot', as the mother thought, and her youngest son brought home books for reading twice a week and he had homework every day.) Moreover, she mentioned as an excuse for the delayed identification of Jack's learning problems the fact that her husband and she were educated many years ago and neither had had problems in school nor knew anything about educational psychologists. The mother felt that the learning support teacher should have explained to them better what the job of an educational psychologist includes and why Jack should be referred. As the mother told me, if they had said to her from the beginning that the educational psychologists give the child various tests to check his short term recall, long term recall and compare his reading standards with his chronological age, she would have said 'Yes, of course you can refer Jack. Carry on!'. But, fortunately, when they tried to get Jack to a private school, 'a school for very clever boys', where Jack's younger brother studied, they were told that it would be very helpful for that school if they had an educational psychologist's report. That time the parents learnt what the job of an educational psychologist includes. Consequently, they asked for such a report.

Jack's learning difficulties had definitely influenced his relations with his mother. She recognized that, when Jack was a little boy, she had not realised that Jack had a learning difficulty, as it has been mentioned above, and she thought that he was just lazy. As she told me, it was a shame, because had the problem been identified earlier, her attitude toward Jack might have been better, and she thought that it was part of the reason why Jack and she did not spend a lot of time together, whereas, with her other children she felt that she had an 'educational bond'. They came to her if they had a problem with their work and she helped them. As she told me, she helped her youngest child a lot. She read books to him, he read

to her, she had bought an English book for him as well, she did the alphabet with him and she also made him write a diary every day. As she said,

I feel that I am involved with this child, whereas I feel I was never involved with Jack, with his education. He does not spend a lot of time with me, he does not want to read to me, and I feel that it is not worth pushing it, unless he says to me: 'Mummy, I want to read to you'. In the past I suggested it many times: 'Jack, why don't you read to me?' 'No', he said, 'I'd rather go and play football.

It is obvious that Jack's mother was feeling anxious and at the same time unable to do anything to help him. She had taken for granted that Jack could not be motivated and the only thing she tried was to make sure that her other sons would not present the same problem. As she told me,

Of course, when you have one boy who has got a problem, you very closely watch the others because you are an experienced parent. If Jack had come at the end of my family, I would have immediately seen that there was a problem and I suppose I would have done much more about that. I would have said to him: 'You must keep reading, you must do it every night, even if you do one page or one paragraph. We must keep at it every single night'. But now all that is spoilt, because he does not do it. He could read to me every night, but he doesn't. And I don't want my relationship with him to be one of me always saying: 'Come on, do this, do that'.

Moreover, the mother thought that Jack was not particularly interested, he was not motivated, and she argued that 'if a child is not motivated to work, then there is very little you can do about it'. It is also very interesting that, when the mother was asked if, in her opinion, motivation was something innate or can be influenced by external factors, she expressed the opinion that it is innate or mostly innate. As she told me, it depends on the child's relationships with the parents.

If the children want to please the parents, and the parents want to help them, then they can be partly motivated by the parents; but, if the child hates something, does not like it and does not want to do it, then it is a struggle for the parent to fuel the child to be interested. It is like a 'losing battle', really.

In February 1989 the parents tried to place Jack in a private school, but he failed in the examinations he took. Jack's mother was particularly disappointed with the results of the tests. In a letter sent from the educational psychologist to the school, it was mentioned that Jack's mother admitted that she had become very impatient with Jack at times and both parents had tended to view him as a lazy boy and had therefore put pressure on him.

When I asked the mother how she got on with Jack, apart from the matters which were related to school, she told me that Jack and she looked at life in different ways. She, for instance, was 'a kind of sad', because he was at a state school, although they could afford to send him to a private school. Also, she was obviously disappointed with the way he spoke. She

considered that his grammar was very poor and that he did not speak very clearly. As she said,

to me it is though he is not part of our family in a way, because he does not speak like anybody else in this family....From the way he speaks he seems that he is not naturally like me; he is like some youngsters that he is at school with. He thinks that I am over the top and I think that he is quite disgusting sometimes, because of the way he speaks. I know that children do tend to speak like their peer group. They don't want to be different...

However, the mother told me that they tried not to mention all the time the fact that Jack did not speak properly. They just some times 'teased' him, as she told me. Another cause of disagreement between the mother and Jack was TV programmes. The sort of television programmes that Jack liked to watch were ones that she did not like him to watch. She commented,

Jack likes to watch a lot of stuff that is not going to do an awful lot of good. Well, he'll learn to swear and say all sort of bad words...But he'll learn a bit about life. I mean, you do learn about life, when you watch these programmes, but I think it is a waste of time for a child to watch that rubbish. Sometimes, I say 'come on, that's rubbish. Let's switch it off!'. That time he gets a bit cross.

However, the mother admitted that the most important thing for Jack was that he could feel happy in the home environment, that he did not feel stressed at home, that he could feel that home was a good place to be and that his parents cared about him. Moreover, they tried to make sure that Jack had got what he needed (e.g. his football clothes) and that he was encouraged to do things that he likes. As the mother told me Jack enjoyed camps very much; there, he learnt to be good citizen. Basically, as the mother let me know, she and Jack's father wanted to make sure that Jack was not on the streets, that he was not getting in with 'bad children', that he knew that home was a 'safe haven', and they allowed him quite a lot of freedom. Sometimes, as the mother admitted, she did not know where he was, because he went round and visited various friends. The mother described him as being an 'outdoor' sort of boy. He preferred to be outside. He did not like sitting, he did not like reading, he did not like playing indoors games. The only thing he liked doing at home was watching T.V. Finally, the mother concluded:

I am horrified by the way he has turned out, and he is equally horrified with me because I am different from him...

The mother gave me the impression that she could not accept Jack as he was and that she felt shame for him. As she told me,

when we see the level of attainment Jack has reached, we feel absolutely horrified.

However, she admitted that they had to accept that, even if it was difficult. She also commented that, inevitably, a child is going to sense that his parents are not a hundred per cent happy with him.

It was clear to me that the mother tried to impose her own opinions on Jack. A scene that took place during the interview with Jack was indicative of that. When I asked Jack if he liked his school, he answered positively. On that occasion the mother who was there commented that Jack answered that way because he had not been to a private school, and she started stressing the advantages of private schools (i.e. smaller class sizes, individual attention, etc.), but she was interrupted by Jack who complained to her: 'Yes, but she asks my own opinion!'. Jack's teacher, Miss Kerry, also let me know that there were problems in Jack's family and that the style of the parents was very 'academic' and 'strict', and they were very ambitious for their children. That comment was in agreement with the situation as it appeared when I visited Jack at home.

Jack liked his school, because it was a good school and they had the biggest classroom in it. He stressed the fact that the school had a swimming pool - Jack was a good swimmer, as his mother informed me, - and that they could play in a big park near the school. As Jack told me, his best time was lunch time because he could play football which he enjoyed very much. Moreover, he showed a keen interest in maths and he thought that he had improved a lot. However, from the observation it appeared that in the classroom Jack tried many times to avoid written work by talking and seemed to have developed techniques of avoidance when in difficulty. That observation finding was consistent with the opinion of the teacher and the educational psychologist, and it might be related to the fact that Jack had a limited span of attention, i.e., he could concentrate only for some minutes. After that he felt nervous and he used to chat or to argue with the children who sat close to him. Jack's behaviour was observed during different activities in the classroom. Every time that the teacher gathered the children around her for talking to them about their assignments, or for reading them a story, Jack sat in a place where he could not be seen by his teacher, and he used to chat to other children all the time that the teacher was speaking. Therefore, it was understandable that he could not participate in discussions which were related to the story which had been read. Jack was also observed sometimes when he was dealing with maths. It took him one hour and a quarter to solve 12 multiplication sums with the help of his teacher. That happened because, when the teacher was not close to him, he argued with the girl who sat opposite him, he looked around, he complained and he left his desk to wander around. Even during the time he was supposed to draw he displayed the same pattern of behaviour: he

went around chatting, complaining and making jokes. Therefore, it was reasonable that he had drawn hardly anything, when the time for recess came.

The same technique of 'avoidance' was also followed by Jack in 'craft' time. When children were observed working with a special 'craft' teacher, they all did their craft work except for Jack who did not do anything but talk and laugh. When I asked him if he liked craft lesson, he told me that he did, but he had come late and he did not have the time to finish his work; therefore, he thought that it would be better not to start it! Obviously, that was an excuse because there were another 25 minutes left until the break time. The way that Jack avoided work and escaped every time was surprising. When the craft teacher was checking the work of children who were sitting round the arrangement of desks where Jack used to sit, he moved to another arrangement of desks, and after she had finished, he moved back. Finally, when the time passed, he was the first child who left the room. Moreover, once that he was observed during gym time while the whole classroom played a game, he was the only one who complained the whole time. First, he did not like the team his teacher placed him in, and, then, he complained every time that his team lost points.

Jack's teacher, Miss Kerry, was young, about 20-25 years old, and she was a first year probationer. She looked very enthusiastic about her job and willing to try new things. She had been trained in a Teachers' Training College, where she had attended at least one course in Special Education. However, in the questionnaire she disagreed with the statement that her knowledge about the characteristics of children with SENs was sufficient.

She was very kind with all the children in the classroom and she used to treat them as adults; she discussed many things with them and she heard their opinions. She was also very kind with me and willing to help and to talk to me. In the classroom she was never heard speaking unkindly to anybody, even if many times she had to solve problems of noise or misbehaviour. She praised the children when they worked well and she appreciated their effort.

As Miss Kerry herself told me, it was her first year of teaching and she was still giving a lot of thought to appropriate teaching methods. At that time she was trying the method of an 'integrated day'. The children belonged to different ability groups for maths and language. At the same time, some children dealt with maths, some with language and others with art. She considered it good for most of the children in the class; and, as she told me, there were some children who could really benefit from that. She tried to involve children and explain why they did things. Children were asked to be independent and also to be involved in the planning of what they did. However, she had her doubts about the extent to which the method of an integrated day was good enough for children with difficulties, for meeting individual needs, such as those of Jack. She thought that Jack could not get used to such a system, and he

needed individualised teaching. However, she found that other children in the classroom with learning difficulties managed to work well with the system of an integrated day. Moreover, she wondered whether she should give children with learning difficulties an individual programme, so that they would not have the stigma that they could not cope with something the other children received. She quite often would give them a task that they could manage. She would have different expectations from those children and they would know what she would expect from them. In that way, she thought that the children would not feel so labelled and they would be able to do what they could do. From the questionnaire Jack's teacher had filled in, it was clear that she strongly agreed with the idea of the integration of children with SENs in ordinary schools, and with the statement that it was part of her job to deal with children with learning difficulties. She also commented that appropriate support should be available, including the appropriate teacher training.

When I asked Miss Kerry if she had found any way for motivating Jack, she told me that typing at the computer was something that he liked doing, although she admitted that she did not think that she did anything to motivate him. However, while observing, I noticed that she praised Jack every time he did something well, and wrote on his note book encouraging phrases such as: 'Good start'. Moreover, many times I noticed her going to his desk and asking him how he was getting on. It should also be said that in a report which was composed in December 1990 by a member of the staff of the Reading Unit, it was mentioned that Jack's teacher was 'handling him very well', and at the moment Jack had become 'a happier boy, getting as much out of him, as can be expected'. From the observation which took place in the classroom when the classroom teacher dealt individually with Jack, it appeared that she was very nice and patient with him and she explained to him whatever he could not understand. She did often require to call him by name to gain his attention, when he chatted during the lesson. However, I was very surprised when Jack mentioned to me that he did not like his teacher, because she frequently said to him: 'You have done nothing'.

Concerning the way he liked to work, Jack told me that he preferred to do things with other children in small groups, because one person could help another. However, when I once observed Jack working in a team of three children during a science lesson, he was rather passive and he did not co-operate with the other children. He spoke all the time about irrelevant things and he left his seat many times to wander around. At the end, when he had to write down the experiment they had conducted, he began copying what his friend had written. Moreover, many times I saw Jack ask for help from his classmates, when his teacher was busy.

Jack's relations with the other children were also examined. According to Miss Kerry, Jack could be very provocative with the others and he often had arguments with people and it was difficult for him to be co-operative. In the classroom it was noticed that he was almost all the time with two friends, chatting or having an argument. Many times he was joking and his friends laughed a lot. When I asked Jack about his friends, he mentioned again the same names of three children that he had written down in the sociometric test and he told me that he liked playing football with them. Jack was chosen by two of those children to participate with them in different activities. According to his mother, Jack got on reasonably well with his peers. As she mentioned, he did talk a lot about his friends; He seemed to have a group of friends with whom he was quite happy. A lot of his friends went to his home after school. (Actually, I had the opportunity to see this for myself, because, when I went to his home for the interview, Jack was anxious and he wanted to finish as soon as possible because he was expecting some of his friends round to play football). However, in the referral form it was stated that Jack was 'ignored, rejected by the other children' and that he got 'into trouble easily with his peers'.

From Jack's file it appeared that:

- Jack was referred by his learning support teacher in October 1988. The referral form was filled in by the head teacher of the school. The reasons for the referral were 'learning difficulties and emotional problems'. It was mentioned that he had 'difficulties with spelling, reading and aspects of number work'. Moreover, he was very restless in class, he appeared to be full of self doubt, and lacked confidence in his own ability. However, it was considered that in an one to one or small group he could perform much better. He seemed mixed up emotionally. In the referral form it was also mentioned that Jack was attention-seeking in school, he tried to be noticed, he could not concentrate, he was over-active and he appeared unaffected by corrections.
- In February 1989 Jack was assessed by the educational psychologist, who reported that assessment using the British Ability Scales indicated that Jack was weak in most of the skill areas tested which were associated with the acquisition of the basic educational skills. The quality of many of Jack's responses was good, however, especially his verbal responses. The educational psychologist's general impression was of 'a boy of average intelligence with moderate to severe specific learning difficulties'. According to that assessment, at a chronological age of 8 years 7 months, Jack's Word Reading Age (B.A.S.) was 6 years 5 months, and Spelling Age was below the norms at 16 words. Copying skills were only slightly below those of his age level. In the test situation the educational psychologist had the impression of a boy with secondary emotional and motivation problems associated with his

learning difficulties. He responded well to success, praise and individual attention. His spoken language was good and he enjoyed the verbal exploration of ideas where he was free of the frustration experienced in written work. In her assessment of Jack, the educational psychologist noted also some evidence that he had difficulty discriminating sounds and also poor visual discrimination. As his concentration was poor, it was difficult for the educational psychologist to say which was the primary cause of his difficulties at that stage: his poor looking and listening skills were acting in a circular fashion with his poor concentration. In the same report it was also mentioned that:

Jack needs skilled and sympathetic help to overcome his difficulties, make educational progress and improve his motivation and confidence. His needs would be met in an educational environment where he can receive adequate learning support and achieve some measure of success in achieving educational goals.

The educational psychologist discussed with the parents the importance of encouraging and helping Jack and building up his confidence. Moreover, according to her, Jack seemed in fact to be poor at all the perceptual, memory and processing skills tested on the British Ability Scales and she would expect him to respond best to a multi-sensory type of approach to reading and spelling. She also found that Jack would probably respond best to quite a structured programme but she anticipated that his progress even with special help would be slow.

After Jack was referred, he received some extra help from the learning support teacher. As the mother explained to me, the learning support teacher taught the children with learning difficulties from twenty minutes to half an hour twice a week. However, that was not considered by Jack's parents to be a lot of extra help. They acknowledged the fact that the learning support teacher had too many children to deal with and Jack was one of many and they decided to ask for more extra learning support, because they felt very anxious about their son's problem. From Jack's file it appeared that his father wrote a letter to the Adviser for Learning Support asking for more support for his son.

Consequently, Jack started attending a reading unit for two hours per day, four days per week, on an 'experimental' basis level in primary five, during the academic year 1989-90. Normally, as the mother and the educational psychologist informed me, they did not accept children to attend a reading unit, until children go to primary six or primary seven, when they found from their experience that they can achieve more with these children. Another reason is that before that age, children are not considered mature enough, and, probably, they are not able to get on the bus to go there (since the reading unit does not belong to their school area). Jack was therefore one of the lucky ones, because he did start early. However, that year he attended the experimental reading unit for only one and a half terms because he was

in hospital for the other one and a half terms. In December 1990 in a report from the Reading Unit, it was written that he had made 'limited progress'.

Concerning his future, Jack told me that he would like to become a football player. His mother hoped that on leaving school he would be a mature, sensible, well adjusted boy, who could speak clearly and well, who could communicate well with other people, who would be basically a happy person. As she said:

I think that in the end Jack will be all right, because he is reasonably intelligent.

Of course, she did not think that he would have a whole stream of exams and she was sure that he would never go to University, but she thought that he would succeed in life, if he continued to mature. Moreover, according to her, Jack was an entrepreneur and he liked spending money. So, she expected him to get the training for a job, where he would earn a lot of money.

Finally, evaluating his progress, his mother considered that she had seen a lot of progress from the time that Jack started attending the reading unit. The mother's opinion about Jack's progress is worth quoting:

I think that there are other children who make a lot of more progress than Jack has made, but I do see that his reading has become a lot more fluent, and they make him look very closely at words. He has to do crosswords, puzzles and sentences choosing different words...

...I do feel that Jack is being helped and he is at the right place ...

The father thought that Jack ought to have more time in the reading unit and less time in his school, because there he could get more individual attention. However, the mother disagreed with him and considered the help which was provided by the reading unit adequate, because she found that the duration of the lesson there every day was appropriate for the time that Jack could concentrate. She also thought that if Jack spent more time in the reading unit, he would not feel that he was part of his class any more; and, as the mother stressed, 'children's socializing is extremely important'. Moreover, she felt that Jack got very little -if any- homework from his school. She thought that he should definitely get more homework; but not a lot more. Furthermore, the mother expressed her doubts about the ability of the school to motivate the child. She did not think that the school could motivate a child better than the parents. However, she acknowledged the fact that teachers are trained properly in order to motivate the children who are not interested.

If these children have good teachers they can motivate them, especially if the classes are smaller. But if they have big classes, as they do in Jack's school, and if they have a few trouble makers, people who do not concentrate, people who like to

waste time, then it may be difficult for a teacher to deal with one like Jack, who is not motivated and has got very poor concentration.

She also thought that Jack's teacher was young and very pleasant, and, although she was not a teacher with many years of experience, she did the best she could do. According to the mother, the teacher's work was very difficult, because she had a big class, and she had Jack, who often sat in a day-dream and needed a lot of individual attention, and she had also some other children, who were really intelligent- she called them her 'high fliers'. Therefore, the small class size was stressed by the mother as a very significant factor for dealing individually with children with special educational needs. She remarked that, she felt sorry for every teacher who had a class of 33 and a boy like Jack to cope with. She also told me that, when she was in a private school, she was in a small class of 11 and she could draw the teacher's attention at any moment. The mother concluded:

So, I am not in favour of State Education and I do not think that they can do the best for the children as long as they have big classes and as long as they have children who are disruptive and they do not want to get on and do their work. Because in some state schools, if some children are disruptive in the class, they stop other children from learning, they can be sent out of the classroom. And what is a child going to learn, if he is sent out of the room? Nothing! He is going to leave school completely uneducated.

She also stressed that a private school 'can make you feel somehow important'. She thought that children in a private school do feel 'a bit special', in a way. They feel that they are in a school where their education is important, that their parents care enough about them to send them to a private school. She thought that most of the children who studied in state schools were going to do 'minimum jobs', and she doubted whether many of them would end up being doctors, lawyers, dentists, architects, i.e. become 'professionals'. From the discussion with the mother, I understood that she attached considerable value to being a 'professional person'. She spent a lot of time explaining to me that she and her husband came from successful backgrounds, because all the members of their families were professionals and had studied in private schools.

Concerning Jack's progress, the teacher told me that she felt sorry for him because he was so much 'pushed' by his parents. According to her, he seemed 'switched off', 'frustrated'. However, she could see some progress. She thought that work in the Reading Unit was very good. In that place there were only 2-3 children with him and they worked very well. Moreover, she thought that by going there Jack became more responsible, because he had to get the bus to go there and he returned to school in time. He was never late. Apart from the help Jack received from the Reading Unit, his teacher tried to hear him read sometimes, although he complained a lot because he thought that he did enough work in the Reading Unit. Jack had received learning support the previous year from the learning support teacher

but she was now 'very busy' and could not give some time to Jack. Miss Kerry thought that Jack needed more support in addition to attendance at the Reading Unit.

Interesting Issues

- In this case there was lack of early identification of Jack's special educational needs and delay in the provision of extra support. This created problems in the relations between Jack and his parents, i.e. the parents could not understand their son's real problem, they were impatient and they used to view him as a lazy boy and put pressure on him, which influenced negatively his attitude towards learning. From this case study, it appeared that the lack of early identification of Jack's special educational needs was due to the fact that, when Jack was in the first classes of primary school, there was no co-operation between Jack's teachers and parents, and there was no homework assigned to him, which could have given the parents the opportunity to be aware of his learning difficulties.
- Jack's parents were not informed about the meaning of 'referral' and the role of the educational psychologists, and nobody explained to them what those meant.
- As in Emma's case, Jack's parents became aware of his learning difficulties, when Jack took the exams for entrance to a private school.
- It is interesting that Jack's parents disliked the idea of a referral for behaviour problems, while they did not mind a referral for learning difficulties.
- It is obvious that in this case Jack's learning difficulties influenced his relations with his parents and vice versa, i.e. his relations with his parents influenced his learning difficulties. Jack's mother was really disappointed with Jack's failure in school and it was obvious in her behaviour towards him. She felt that there was nothing she could do about Jack and that he could not be motivated in any way, and she gave up the effort of helping him with his reading. Jack's mother could not accept the fact that Jack had learning difficulties and she was reluctant to consider Jack as 'part of her family', because of his learning difficulties, his school failure. In addition, it seemed that Jack was rejected by his family environment because he was 'different' in the way he spoke, his 'football interests', the programmes he watched.
- However, Jack's parents contributed significantly to the treatment of his special educational needs managing to get extra learning support for him in a Reading Unit, while he was younger than the official age of children who could attend that Unit. This fact indicates how much power assertive Scottish parents have over the education they can get for their children.

- Although Jack's classroom teacher was very interested and enthusiastic about her job, she could not help him very much, because of the large number of children she had in her classroom. The importance of small class size, when dealing with children with SENs was stressed by both Jack's mother and teacher. Another factor which was also underlined by both of them was the significance of the existence of the appropriate learning support being in place.

5.2.4. Fourth case study: Samantha

The child <u>Name</u> : Samantha <u>Age</u> : 10 years old <u>Grade level</u> : P6 <u>Class size</u> : 27 pupils	School area : deprived area (working class) Kind of SENs of the child behaviour problems (stealing)	The teacher <u>Name</u> : Mr Brian <u>Age</u> : 26-30 years old <u>Years of experience</u> : 4 years
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The school Samantha attended was located in a deprived area, and all the children who were enrolled there were working class in terms of socio-economic status. As the head teacher commented, the school building and the available facilities were 'limited'. There were 16 full-time teachers and one part-time teacher, and the whole ethos of the school seemed very formal and 'traditional'. 301-400 children were on the roll and they were grouped in year groups. 21-29 children were placed in every class.

In the classroom where observation took place, there were 27 children. It was obvious that the children came from a low socio-economic status, because they were not well dressed. They also had a low academic level and poor vocabulary for their age. Moreover, most of the children had behaviour and emotional problems, and came from family environments full of serious problems. The teacher stated that some of them had been sexually abused.

An open plan classroom design was established in that school. The classroom where the observation took place was part of a big hall where another two classrooms were accommodated and the space was narrow for the number of pupils in each class. Big drawings done by the children decorated the walls. There were seven arrangements of desks in that classroom, and the children sat almost always at the same seats, as they had been set by their teachers. There were also two sets of drawers where the children put their notebooks and their reading books. On the classroom's bookcase there were only books for exercises in maths and language. Near the exit of the classroom a big table was placed for craft work and drawing. Moreover, there was a computer and tables with material for art and science, which were shared with the other two classrooms. In that school there was also a big room for gym and another room for music where a special music teacher taught the children.

Samantha was a thin girl with blond hair. She was born in February 1981. Her clothes were a little shabby, but her personality was very strong. She was very determined and she always wanted to do what she had in her mind. On many occasions, she reacted as ... an actress!

The way she spoke, the way she laughed, the grimaces she made could draw the attention of an observer.

I met Samantha's mother in April 1991, when I visited her in her flat. They lived in a neighbourhood very close to the school, where all the blocks of flats were identical. It was obvious that it was a deprived area. I entered the living room, where Samantha's two brothers were playing. Samantha's mother looked young but tired. She was willing to speak to me and to explain to me the history of Samantha's problems. (It was a bit difficult for me, especially in the beginning to understand her, because she slurred many words as she spoke). The mother explained that Samantha's problems appeared when she was in her previous school. At that time, when her two brothers were very young, she began stealing from the drawers at home 'just to get attention'. She took money but she did not put it back in the drawer. She spent it buying biscuits, although she did not eat them. She hid the biscuits under her bed. Furthermore, she took money from her mother's purse to give to her friends to spend. She did not spend it herself. One day, after a row with her mother, Samantha left her home and went to the police station where she reported that her mother was beating her. However, her mother said that she had not touched her at all. On that occasion the mother did not understand why Samantha reacted in such a way, and she thought that it happened because she was jealous of her brothers and she wanted her parents' attention. So, when it was suggested by that school's head teacher, the mother agreed to get in touch with the child psychologist, because she did not know what to do with Samantha. The mother mentioned also the fact that Samantha often appeared introverted and that she did not want to speak about the way she felt and about her problems.

The following information was gathered from Samantha's file:

- Samantha was born by Caesarian section, 6-8 weeks before term because she had apparently stopped growing. At birth she weighed only 1 lb 13 oz and was kept in hospital for her first 4 months. The educational psychologist reported that for some years Samantha's mother had lived with a man who was not Samantha's father and he had known Samantha since she was 8 months old. According to her mother, Samantha got on well with him and he took an interest in her. However, in the report by a consultant psychiatrist in July 1990, it was mentioned that Samantha's step father did take a rather threatening stance with Samantha when she stole money at home, having been known to produce a knife and say that he would cut off the tips of her fingers. The mother had also been blamed by a social worker for abandoning Samantha as a baby.

- In 1990 the family was in another state of crisis because, having moved to live with the mother's parents in the early part of 1989, they had at that time been asked by the maternal grandfather to leave and find a place of their own.

- Samantha had some history of tantrums, especially if somebody made as if to smack her, as was mentioned by the educational psychologist.

When I visited Samantha at her home, some weeks after the end of my visits to her school, she seemed really happy to meet me again, and she was willing to speak to me and to make tea for me. She spoke to me about many things, but sometimes I felt that she did not speak spontaneously, but that she was telling me what she was supposed to say. For example, she told me (without being asked) that she liked her family and that they were good with her and she was good to her mum too, because they bought her things she wanted. Moreover, when I asked her what lesson she enjoyed most in school, she told me that she liked reading. As she told me,

it's a bit hard, but I concentrate on it, because you have to concentrate on work.

She also told me that she liked spelling and 'times-tables'. Concerning other lessons, such as music, gym and painting, she said that she also liked the country dancing they did in school; during that time every girl had to dance with a boy, following the right steps. She also enjoyed cross-country running, because she felt that doing exercises kept her fit. When I asked Samantha if there was something she disliked in school she answered: 'nothing'. As she said,

I like this school. I think this school is a good one.

When she was asked to compare her present school with her previous one, she told me that in her previous school she had frequently been in trouble. People used to say that she was stealing. In her own words,

...the teachers told my mum that I stole money, but my mum told them that I did not, which I didn't; so, I asked my mum if I could move school, and so I moved here in this school.

About her previous teacher Samantha told me that she was 'bossy', and 'serious'. In contrast, Samantha liked the school she studied in at the moment and the teachers in that school.

Concerning her difficulties in school, Samantha told me that when she got stuck she just put her hand up and told her teacher that she was stuck and that she needed some help; and she had to go there to get that. She said that the teacher did not allow her to ask her class mates because they might be wrong, so she had to work on her own.

In the classroom Samantha at some times was very chatty and noisy and at other times seemed sad and withdrawn. I often saw her sitting alone and looking sad. The head teacher also told me that he had seen Samantha looking sad many times. However, when something funny was said by the teacher in the classroom, she burst into hearty laughter. At other times she looked bored, when what she had to do was not very interesting and stimulating. However, she tried always to finish the work which had been assigned to her or to her group and contributed significantly to group work. She also seemed to enjoy drawing very much.

From my observation, I realised that her reading was good. Only sometimes she got stuck on some words. Her writing was also good. However, she seemed to have some difficulty in maths. For example, while we worked together she could not add tens easily. However, by counting with her fingers and copying some things from previous exercises she managed to complete her work. It seemed that she was clever, but it was difficult for her to concentrate. Moreover, from her participation in a discussion which took place in the classroom, I realised that Samantha was aware of contemporary social problems and that she was quite mature for her age. I also realised that she reacted very well to praise and individual attention and that she was sensitive. After I told her once how much I liked her drawings, she drew a card for me and inside she wrote: 'We like you the best' and under that phrase she listed the names of all the children of the classroom.

Samantha's teacher, Mr Brian, was about 26-30 years old and had four years of teaching experience. He was a good looking, smart young man who always appeared very serious. He informed me that his first degree was in 'Teaching English as a Foreign Language'. After that he did an one year course in a University in Wales to be able to teach in a primary school, since it was easier for him to find a job as a primary teacher. He also told me that he was planning to go to another country to teach English for a year.

Mr Brian's relations with the children and with me were very formal and 'cold', and he seemed very authoritarian. He played most of the times a 'supervisor's role'. I never saw him 'teaching', explaining to the children what they could not understand or helping them when they got stuck. It seemed that he was sure that the children knew what they were supposed to do and he only corrected or criticized their work. He usually sat at his chair and he did not bother to go around to see how the children's work was progressing. From his chair he used to give 'commands' to the children. I often heard him speaking sarcastically to the children. He did not have the disposition to know children as individuals, to understand their behaviour and to help them, and he seemed indifferent towards their emotional problems or learning difficulties. Also, he used to offend the children with his remarks saying 'You are ...' and referring to the whole personality of the children and not to their particular wrong action. In

other words, he gave me the impression that he did not know anything about children's psychology. I also often noticed that he dealt with trivial ritualistic matters like measuring the time and looking at his watch for some minutes so that he could say to the children how much time had been wasted. Finally, his usual reaction was with threats, punishments and sarcasm. I rarely heard him saying a kind word or praising and encouraging children.

At the beginning of the day all the children had to read silently for some time some pages of the book they had. However, I never saw the teacher asking a child to read for him. Simply, when the children finished their book they had to write down their impressions of what they had read. After reading time, the teacher used to assign the activities of the day. Different groups had to deal with these at a different time. Sometimes children worked in groups of three. They had to discuss a certain topic and, after that, they had to decide what they would write down. Sometimes all the children of the classroom dealt with the same subject. For example, I felt surprised once, when I realised that he gave the same mathematical exercises to all the children of the classroom, although children of very different abilities were placed in that classroom. I also noticed that he often did things that did not implement any educational target. For example, he introduced competitive games to the children to spend the time which had been left before break time. As he told me he introduced these games 'for fun and for doing something different'. He often gave the impression that he took decisions about the grouping of the children or the assignments 'by chance', with little consideration and without having planned them in advance. Sometimes he assigned the children ritualistic and boring work, e.g. to copy the same picture six times adding a new element every time.

Mr Brian informed me during the interview and in his questionnaire responses that he agreed with the idea of integration of children with SENs in ordinary schools, 'providing there is adequate extra support'. While he strongly agreed with the statement that it was part of his job to deal with children with developmental (intellectual) disabilities, behaviour and emotional problems, and problems in speech and language, he was uncertain about physical and sensory disabilities. He was also willing, as he told me, to work co-operatively with other teachers, although most of the teachers in that school did not like that idea.

Concerning Samantha, he did not think that she had serious behaviour problems compared with other children in the classroom, and he told me that he was not aware of what had happened in Samantha's previous school. He definitely would not have referred Samantha, if she had not already been referred, while he was ready to refer another girl for behaviour problems. Mr Brian admitted he did not follow any special strategy for helping Samantha; he just tried to be positive with her. Probably, as he said, he did not have enough patience, but

he thought that he did better than her previous teacher who was negative towards her and had referred her.

In the report of the educational psychologist in February 1991 it was mentioned that the classroom teacher felt that Samantha was idle, but he felt a bit guilty because he did not give her more attention. That was consistent with the fact that he strongly disagreed with the statement of the questionnaire that he was successful in meeting the SENs of the children of his classroom. Actually, he did not use any strategy to motivate any child. I noticed that when once Samantha managed to finish her work in time and went to her teacher looking satisfied with herself, he had a look at it, and the only thing he said was 'Yes', without marking it, or without praising her effort. At another time, when Samantha showed him something she had drawn, he told her that it was a drawing 'of a child of primary one'. Then, Samantha went back to her desk and she drew something else, which was considered 'perfect' by him. Usually, when Samantha made some noise, or chatted to other children, the reaction of Mr Brian was to stare at her steadily for a few moments without saying anything. He considered Samantha's academic performance to be 'poor', and he thought that her emotional problems influenced her academic performance.

However, Samantha's mother seemed satisfied with her daughter's current school, while, as she told me, at her previous school her class mates were 'picking on' Samantha telling her that she was stealing, and she used to go home from school with bruises. Thus, Samantha was not welcome in that school and she became upset there. She rose in the morning complaining that she did not like that school. However, in her present school Samantha never had any complaints, as her mother and Samantha herself informed me. Samantha's mother commented,

...in the school Samantha is now, she gets more attention than what she did. And the head teacher has always high words to say about her. He has never had anything bad to say about her. The teacher speaks very highly of her, as well; whereas in the other school the teachers did not like her. So, it is totally different.

All the times I observed Samantha I noticed that she behaved well towards the other children. She chatted to some of them and she made jokes. I also saw her once helping another child solve the sums in maths. However, sometimes she did not have the disposition to communicate with them because she was withdrawn.

Mr Brian thought that Samantha did not have any very close friend and he related this to the fact that she was 'new' in the school. She had arrived that year, while almost all the other children had been there since they were in primary one. The fact that Samantha did not have any very close friend was also inferred from the observation. When the sociometric tests

were distributed to the children, Samantha needed about five minutes to think, before she wrote down a name. Finally, she chose five children from her classroom as partners for participating with them in different school activities. According to the results of the sociometric tests, she was chosen by four children of her classroom for sitting near them in the classroom and at music, gymnastics or games time. Only one of the children who chose Samantha as a second choice for playing together in the playground was also chosen by her, and four of the children she had chosen did not choose her. Therefore, it appeared that she did not have any very close friend.

The teacher commented that cooperation with the parents was required to meet Samantha's needs. He informed me that, although he tried to contact the parents by sending them messages, there was no answer. They seemed to be disinterested. It was obvious that the teacher did not know anything about Samantha's family history. It is also interesting that, when I first visited the school, the teacher did not know the reason why Samantha had been referred in her previous school! At that time, I knew that Samantha had been referred to the psychological services, but I did not know the reason for her referral. After I worked for a time with her I realised that learning difficulties were definitely not her problem. Since Mr Brian did not know the reason for Samantha's referral, I asked the head teacher, who told me that the reason for her referral was behaviour problems, but he had to have a look in the referral forms in order to give me a more specific answer. Then, it was discovered that Samantha had been referred to the psychological services by the teacher and the head teacher of her previous school. More specifically, it appeared from Samantha's file that:-

- She was referred in September 1988 by the head teacher of her previous school. The exact reason of referral was: 'stealing in the class and out and odd stories of persecution'. In the same referral form, the learning support teacher's comments were:

Samantha is constantly seeking attention. A bit of a loner who tries to please but often goes her own way. Fantasies. Recently she has made a lot of effort with her reading and is making good progress

while the head teacher described Samantha as

a very strange little girl who spins stories of battering...being finicky in the dining hall.

- About one month later, Samantha had a meeting with the educational psychologist, who reported afterwards that Samantha was a 'rather sweet little girl, neatly dressed'. From the tests he found her 'bright'. He also noticed that she loved attention, she was cheerful at times, she liked dreaming and chatting, but she became depressed when talking about her life.

- Moreover, Samantha was tested by the educational psychologist on the WISC-R test, on a test of Basic Number Skills, and she drew her family. In addition, she was tested by a medical officer who did not note any problem in her health. In the progress report in April 1989 the learning support teacher's comment was that she read beautifully with lots of expression and enjoyed the individual attention.

- In July 1990 a consultant psychiatrist saw Samantha with her mother and her step father. Although they were separated at that time, he told the consultant psychiatrist that he had come along to support Samantha's mother. In his report the consultant psychiatrist was not at all sure that attempting to do family work would meet with any great success, but he was exploring the possibility of Samantha joining an out-patient group at the department, to see whether she could be helped to socialise better and so lessen her isolation. Furthermore, given that Samantha was a rather disadvantaged child constitutionally and socially, he suggested that she might be better supported in a smaller school unit, since he felt that Samantha's emotional needs were unlikely to be adequately met by her mother and in the home setting.

- Samantha moved into her current school for the academic year 1990-91. In February 1991 the educational psychologist went to Samantha's new school and observed her in the classroom. Then, he reported that the girl seemed less 'odd'. She asked to work alone and she coped well with class work. She did not attend the learning support teacher and she read well. The educational psychologist commented at the end, that there was 'no real problem'. That was the only time that the teacher met the educational psychologist who dealt with Samantha.

Finally, the mother informed me that when she asked the head teacher of Samantha's new school if her daughter needed to see the child psychologist again, he replied that she did not need that at all any more. Actually, in Samantha's file there was a note inserted by the educational psychologist saying that that file was about to close.

Concerning Samantha's future, Mr Brian thought that if she received appropriate support, she would be able to reach higher Education. She might not be able to study in the University, but she might study in a College of Higher Education. However, he stressed the need for support. Samantha herself told me that she did not know yet what she would do in the future, but she would like to be an artist, because she enjoyed painting. Her mother expressed the hope that Samantha would stay in school till she was eighteen. She stated that she would like her to go to College; as she commented,

I want her to do something for her life -not like me!

However, she told me that she did not intend to push her, if she did not wish to stay at school, but she wanted her 'to be somebody'.

When I met her mother, she appeared very satisfied with Samantha's current behaviour and she told me that Samantha 'had done a lot'. She felt that now her daughter was able to speak to her about her problems. Moreover, she helped her very much at home. Now she would wash the dishes for her, cleaned her room, and she helped her with the other children. She was really very good now. She also said she had not met Samantha's teacher yet, but the head teacher kept in touch with her. On the other hand, concerning Samantha's academic progress, the mother was not able to say very much. In the other school, Samantha was getting extra help with her reading. When I asked the mother if it happened also in her new school, she told me that she did not think so, but she was not sure. The mother thought that Samantha did not have any difficulties with reading now. The only difficulty she had now was with sums and arithmetic. However, Samantha did not receive any learning support, because, as the teacher informed me, in that school there was one learning support teacher who was not sufficient for all the children who had learning difficulties, taking into account that the area was 'deprived'. He considered that the resources were not adequate. On the subject of homework, the mother told me that Samantha had not had homework for a couple of weeks. She supposed that she did it in school or she was leaving it at school and she did not bring it home.

Evaluating the support her daughter received, after she had been referred, the mother felt that the Child Psychologist did not help Samantha very much. Actually, Samantha had met the educational psychologist only three times. Furthermore, Samantha's mother let me know that she disagreed with the educational psychologist's suggestion to put Samantha with a group of children like herself for going away with them for a fortnight during the summer holidays because she had a fear that she could 'lose' Samantha in such a way, since she would be drawn away from her.

Interesting Issues

- Concerning Samantha's behaviour problems, it seems that they were not so serious, and that they were overcome through time. Finally, the change of school environment appeared very good for her, although it was not the ideal environment for meeting children's educational needs.

- From this case study it appears that the criteria for offering learning support to children differ from school to school, since Samantha received help by a learning support teacher in her previous school but not in her current school, although her academic performance was 'poor'.
- It is interesting to note that the children who are referred for behaviour problems are assessed in exactly the same way as children who are referred for emotional problems. It seems that there is not a special approach and provision for children with emotional/behaviour problems. The only difference was that Samantha was tested by a medical officer and a consultant psychiatrist.
- The psychiatrist's suggestion that Samantha might be better supported in a smaller school draws attention to the issue of the significance of small schools and classrooms in meeting children's special educational needs. Moreover, the fact that Samantha was not characterised as a child with behaviour problems in her new school shows how a change of school can help a child to get rid of the 'stigma' of behaviour problems.
- Taking into account the fact that Samantha's school was situated in a deprived area, one learning support teacher was not enough to meet the children's educational needs. It seems that the education authorities should pay more attention to deprived areas and should employ more learning support staff for meeting the educational needs of the children.
- Although Samantha's teacher strongly agreed in the questionnaire with the idea of integrating children with SENs in ordinary schools, he did not do anything special in the classroom to meet children's special educational needs. Therefore, it can be inferred that agreement with the idea of integration of children with SENs does not guarantee that the teacher is willing to try his/her best to meet the needs of these children.
- This case study shows that classroom teachers' autonomy may turn out to be a negative characteristic of the Scottish system, when the teacher is not enthusiastic and shows indifference concerning meeting the special educational needs of the children of his/her classroom.
- The classroom teachers should be informed in the beginning of the academic year about the special needs of the children of their classroom, i.e., they should be aware of the children who have been referred and the reasons for their referral. Moreover, better communication should exist between the classroom teachers and the educational psychologists, when the latter visit the schools. Obviously, in this case study the educational psychologist did not explain to Mr Brian the reason why Samantha was referred, and did not recommend to him

practical ways in which he could help her. In addition, Mr Brian did not appear very interested in asking anything about Samantha in order to be able to help her as much as possible.

- In this case it seems that nothing special was done by the classroom teacher in order to meet the special educational needs of the children of his classroom; he was rather indifferent.

- The fact that no child in the classroom where the observation for this case study took place was referred either for learning difficulties or for behaviour /emotional problems, while there were very serious problems, indicates that some teachers do not refer children with SENs very readily. In addition, in this case it can also be explained by the classroom teacher's indifference concerning meeting children's SENs.

5.2.5. Fifth case study: Michelle

The child <u>Name:</u> Michelle <u>Age:</u> 10 1/2 years <u>Grade level:</u> P6 (P7) <u>Class size:</u> 25 pupils	School area: socially mixed (middle class and working class) Kind of SENS of the child physical disabilities, difficulties in tasks involving visuo-spatial perception and visuo-motor functioning	The teacher <u>Name:</u> Mrs Fiona <u>Age:</u> 36-40 years old <u>Years of experience:</u> 17 years
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The area where the school was located was mixed socially. According to the information I got from the head teacher, 90 per cent of the children who were enrolled in that school came from deprived socio-economic areas because of the good reputation of the school. The head teacher characterised the school building and facilities as a 'limited environment' for primary education. The school was small and pleasant. The assembly hall of the school had some bookcases full of books and beautiful paintings by the children. There was also a room with a TV and a video, where the children could watch educational programmes. Six full-time and one part-time teacher were employed in the school. A learning support teacher and an auxiliary (an untrained parent) were employed. There were 101-200 children on the roll in that school. In most of the classrooms there were 21-29 children grouped in both year and vertical groups.

The classroom where the observation took place was a composite one with 25 pupils (13 pupils of P7 and 12 pupils of P6). There were six different arrangements of desks and the teacher's desk in the classroom. The seat of every child was not fixed and it varied depending on the activity. Moreover there were a few paintings by the children on the walls and some pictures from school activities. There was also a board for announcements, where notices for information were pinned up every day. These had to be noticed by every child every day before break time. Sometimes those pieces of information were prepared by some of the children and were typed at the computer. From the aspect of resources, there was a computer, a few books on the bookcases and educational table-games. According to the teacher, the educational material was not adequate.

Michelle, the child in this case study, was a cheerful, kind and friendly girl coming from a warm and very supportive middle class family. She was born in 1980. Her height was moderate for her age. She was always dressed in neat clothes and her hair was always well brushed. Her

SENs derived from the fact that she had poor coordination and squinted, which also made her avoid eye contact with people to whom she spoke.

I met Michelle in her home when her mother and her brother were there. Her mother was very friendly to me and willing to speak about Michelle's history of SENs. We sat in the living room. The house was neat and tidy. From the interview with the mother and from the information which existed in Michelle's file which was kept in the Psychological Services it was established that Michelle was born extremely pre-term at 33 weeks gestation and was quite seriously ill in the neonatal period with seizures in the first few hours of life. Her early development was slow, particularly in her motor skills. She had problems with her coordination and she did not walk until she was three years old. When she was due to go to nursery school she had often to go to the hospital. (At the time I met her she still had a range of difficulties which affected her balance, fine motor skills, visual perception, cognitive functioning and attention span). Michelle's mother was very supportive, very interested and very anxious that Michelle should not be sent to a special school.

At the time I visited Michelle at her home, before I had an interview with her, I explained to her that I was interested in hearing some children's opinions about their school in order to get an idea about the Scottish educational system. However, Michelle did not seem to feel very comfortable during the interview and she tended to answer my questions with a few words. She told me that she found her school 'good' and there was not a lesson she disliked. She was happy working with the learning support teacher and the auxiliary and she especially enjoyed playing the keyboard, doing maths, and playing the teacher with children of primary one and primary two. She also enjoyed baking cakes in school with the auxiliary. The mother agreed that Michelle always liked her school very much and she was a 'happy child' in school and the teachers said that she was never withdrawn. However, 'she had come through a lot as a younger child' and there were times that she felt frustrated. The mother pointed out that the school 'was small enough', and 'it helped her very much'.

From the observation, it appeared that Michelle seemed very pleased when she received individual attention, i.e. at the times she worked individually with her classroom teacher, the learning support teacher or the auxiliary. She was very kind with them and at the end she always thanked them for their help. At other times she worked with the learning support teacher or the auxiliary in the classroom and at other times outside that, in the learning support room or in the assembly hall. Once a week Michelle worked for about half an hour with the learning support teacher and a group of children of primary one and for another half an hour with the learning support teacher and a group of children of primary two. At that time, she played the role of a second teacher near the learning support teacher and, as she let me

know, she enjoyed it very much. She read stories to them, she praised them for their efforts, and she played educational games with them. That was a very good way to boost Michelle's self-confidence, and, according to the learning support teacher, during that time Michelle had the opportunity to help the younger children, whereas in her classroom she was always helped by her peers. She participated well in group discussions. It was also noticed that she tried hard. For example, I observed her once working with the auxiliary on the keyboard. She made the same mistake many times, but every time she was willing to try again until the time she managed to do it correctly. She especially liked typing at the computer, and, since her handwriting was not so good (she had even difficulty in holding a pen), she was often asked by her teacher to type her work at the computer. She managed well doing that; and her spelling was good. Her reading was slow but accurate. She always chose for reading books with pictures which had been written for children younger than her age. Her drawing was not very good for her age and it was similar to that of children of P2. Obviously, that was due to her difficulty in holding a pencil. Michelle had the opportunity to learn swimming. Once a week the children went with their teacher to the swimming pool. As the teacher told me, it took Michelle a long time to go from the small swimming pool to the big one, but in the end she managed to swim well. She was also taught knitting, and she seemed to enjoy that.

Michelle's teacher, Mrs Fiona, was about 36-40 years old and looked very pleasant and helpful to me. She seemed to give a lot of thought to educational issues, and she was always willing to express her opinion, when she talked to me. She had 17 years' teaching experience; and it was obvious that she enjoyed her job. Unfortunately, as the head teacher told me, she was often absent from school because of problems with her health. According to the information from the questionnaires, she had undertaken at least one course in special education during her initial teacher training but she had not attended any other relevant course. She seemed pleasant, positive and helpful to all the children. She organised the children's work very well, and she prepared all the assignments very carefully. She was keen on preparing interesting, stimulating, educative and creative assignments every time for every group. It seemed that for everything she planned there was an educational objective, and she had all the worksheets for the children prepared and she knew what everybody was supposed to do.

The method which was followed by Mrs Fiona was that of an 'integrated day'. Different groups of children dealt with different activities. Usually, the groups were chosen according to levels of ability. However, children were placed in mixed ability groups for some activities, e.g. music and gym. The teacher told me, she did not put children of primary six and primary seven to work together for the lessons of maths and language, because she thought that it was not right from a social /psychological aspect. At the same time four to five different

activities could be taking place in different groups. Only reading seemed to be done at the same time for all the children. At that time every child read silently the book he/she had chosen. At the beginning of the day she assigned to the children the activities of the day. Those activities were also written on the blackboard. Then, she started working with one different group at a time, keeping, at the same time, an eye on the rest of the children. She spoke to them calmly and she explained to them what they were supposed to do. As she told me, that system of working gave her the opportunity to get closer to everybody and to get to know their personality and their problems. When she did not work with a group, she went around seeing how the work of the children went on and helping children who met difficulties in completing their work. She also used to encourage the children to go on with their work and to praise them generously for their efforts. For example, when once a girl wrote a nice poem, the teacher asked her to read it aloud in front of all the children in the classroom. Then, the children clapped her, and she was asked to type it at the computer and to print it. For motivating children who did not like writing, she let them type their work at the computer and print it out afterwards.

Mrs Fiona seemed to be patient and to feel respect for the personality of every child. She spoke kindly and with understanding to everybody and even if she had to criticise somebody she did it in a very calm way, criticizing only the particular activity in which the child did not behave properly and not the whole personality of the child. She actually coped very well with behaviour problems. Most of the times she invited the child who did not behave properly to her desk and she spoke to him/her privately. She also used to invite children to express their opinion about different issues.

Her attitude towards integration, as it was expressed in the questionnaire and her behaviour in the classroom, was fully positive. She strongly agreed with the opinion that integration has social advantages for (a) the child with SENs and (b) the other children. However, she stressed very much the significance of the existence of the support services. As she commented in the questionnaire,

I strongly agree... only where appropriate support services are included, otherwise it is detrimental to the child with special educational needs and the class.

I had the opportunity to observe Mrs Fiona working with Michelle. She was actually very pleasant discussing with her the pictures they had in front of them. Michelle seemed to feel at ease with her and she was willing to answer the questions Mrs Fiona asked her. The teacher always praised Michelle's efforts and she suggested to her ways for improving her work. Michelle seemed very dependent on her teacher. For everything she did or she was going to do she needed to consult her, whereas all the other children followed their will and

their own initiative. Actually, all the adults in the school seemed to like Michelle and to care about her.

Regarding Michelle's relations with her peers, Mrs Fiona let me know that in the previous year Michelle's classmates were very supportive to her but were patronising towards her and also tried to do everything for her. They felt very warmly towards her. So, it was very difficult to try to explain to them that Michelle had to learn to do things for herself, and to make her more independent. That year Michelle was in a composite classroom (P6/P7). The teacher told me that the children of primary seven, who were the older half of the class, were initially mocking and not very sympathetic. They were very 'hard' on Michelle. In the beginning she had also been called names by them. They made fun of the way she would perhaps catch a ball, or the way she spoke or the things that she could not do, and she was very upset about that. So, as Mrs Fiona told me, it was Michelle's and the other children's emotional part she had to work with. As she let me know, she tried to get Michelle to interact with children of primary seven in different activities and let them know her as a person, and also she was trying to work with their more mature side and show to them that we are all different and for all of us there are things that we cannot do. When Michelle was not there the teacher found the opportunity to speak to the pupils of primary seven on their own. So, they actually did warm a lot towards her and by and large they were positive and good towards her. They might not be quite so supportive with Michelle, but they did not patronise her so much, either, and they were quite helpful. They were not violent towards her or deliberately difficult. Sometimes they were humorous or sarcastic with her, but mostly they were really quite good.

The mother, consistent with what the teacher had told me, told me that at the time I started observing Michelle she was getting on quite well with the other children in the school. However, she had gone through a phase in the school where they used to make a fool of her. The mother told me that one evening Michelle turned and asked her: 'Mummy, what's handicapped?'. When the mother asked her why she was asking that, she answered that in the school some children put her in the middle of a big circle and they said: 'You are a handicapped!'. The mother mentioned also to me that some of the children used to make a fool of the way she walked, because Michelle could never skip or hop and run. However, Michelle did not cry. She just used to go and say to them that they were ignorant and that what they were doing was not nice. Actually, the mother informed me that from the time Michelle was a baby, she was a brilliant speaker, and the doctors used to say that what Michelle could not do physically, she would tell them with her tongue. And that was what she did. However, according to her mother, Michelle used to make friends quite easily. She had never been an unpopular child. She always coped well with the other children, and she tried. However, as I noticed from the observation, Michelle did not seem to have any close friend.

According to the results of the sociometric tests, Michelle had chosen three children from her classroom for being together at different activities, and she was chosen by only one of those children as a third choice for playing together in the playground.

Once she was observed in the playground. While the boys of her classroom were playing football and the girls were playing another game which required running, Michelle was standing at a corner of a shed speaking with children of primary two (her brother was one of them). When the bell rang, she said: 'It's the bell, we have to go in'. She gave me the impression that she was feeling a bit uncomfortable, because she could not participate in the game the other girls played and she wanted to go inside the school, as soon as possible. The same impression was given to me during lunch time. The teacher pointed out and it was noticed from the observation that Michelle was the only one who ate so slowly that she managed to finish just some time before the end of the break time. So, it appeared that she never had time to play with the other children.

In the classroom, Michelle's relationship with the other children seemed good. I observed her sometimes going around and speaking to the other children. All the children seemed to accept her and responded to her questions. They seemed to be familiar with the fact that Michelle followed an individualised programme, and it did not strike them as strange when the learning support teacher, or the auxiliary, worked with Michelle individually in the classroom.

With reference to the evaluation of Michelle's progress, Mrs Fiona told me that every few months there was a case study for all the members of the Region who were involved with Michelle (the doctor, the psychologist, the physiotherapist, the learning support teacher, the classroom teacher and the head teacher) and her parents and Michelle herself. They gathered and they discussed where Michelle was at the moment and what they thought about meeting her needs for the future. As the mother told me, these meetings started when Michelle was in primary four and they took place maybe twice or three times a year to review her progress. Mrs Fiona found those discussions very helpful. She informed me that in the beginning she knew that Michelle had cerebral palsy, but she did not know what that actually involved physically and in which areas it could cause difficulties. So, it was very good for her to talk with the children's doctor and the physiotherapist and make sure that what they were doing at school was a kind of 'linking up'. It also made her aware of the areas where Michelle might have some difficulty at least for a period of time. The teacher told me that the physiotherapist had also come into the school before to watch Michelle in the classroom, and they could see together what things worked with her and what things did not work. The mother told me how in one of those meetings she was told that Michelle was falling further and further behind, but she had not been forewarned about that and she felt angry at that

time, because she had thought that everything was going fine. At that time Michelle was receiving extra help for just half an hour per week. So the Primary Education Adviser suggested that Michelle needed extra help for at least an hour per day from a learning support teacher; and she said that they should try to open a record of needs for her, because in that way, it would be possible for the Education Department to provide extra help for her. Finally, a record of Michelle's needs was opened and she began receiving a lot of extra learning support (one hour per day learning support by the learning support teacher, three quarters of an hour per day auxiliary help, and once a week she received help from an occupational psychologist).

With reference to the communication between Michelle's parents and her classroom teacher, Mrs Fiona told me that apart from the interdisciplinary meetings she saw Michelle's mother sometimes by chance because she taught knitting to a small group of children in her classroom. She explained to me that although there was not a rigid time for Michelle's mother to visit them, she could meet them informally and discuss what worried her about Michelle. However, in the beginning, as the teacher informed me, the fact that Michelle's mother insisted on sending her to an ordinary school caused some barriers between the parents and the school, because the parents thought that the teaching staff of the school considered it better for Michelle to study in a special school, which they did not want. But, the teacher told me,

things have come together and they appreciate that we are working and we help Michelle, as best as we can.

Actually, Michelle's mother admitted that Michelle's teacher was 'very good'.

From Michelle's file it appeared that she was first referred to Psychological services in 1982 for assessment and possible pre-school home visiting teaching. At that time she began receiving that pre-school teaching. Then Michelle proceeded to a mainstream nursery and primary school with on-going assessment and review from the Psychological Services. The mother told me that the doctors wanted Michelle to go to a special school. However, the parents did not agree, because they thought that it was not the right environment for Michelle to grow up in, and that it would 'hold her back' and that she would not really like that. In the mother's own words:-

I felt that in their eyes Michelle was just a number, but in my eyes she wasn't. I wouldn't sign the forms for her to go to a special school; I refused.

So, the mother went to that state school and she, personally, asked if they would give her a chance. It happened that the head teacher at that time herself had had a child with problems and she decided to give Michelle a chance and agreed to take her on a trial basis (for two

years). Of course, as the mother admitted, Michelle was always behind. Auxiliary help was provided for Michelle in school in 1986. In the 1989-90 session she was in a class of 16 pupils, as has already been mentioned, and she received some learning support teaching as well as she received some help from an auxiliary. Finally, Michelle was 'recorded' in 1990 and, after that, she began receiving every day one hour extra learning support from the learning support teacher, and three quarters of an hour learning support from the auxiliary, as well as weekly Occupational Therapy. That support was 'legal' that time, as the mother commented.

Concerning her future plans, Michelle told me that she would like to become a primary teacher. When I asked her to explain to me why she enjoyed it, she answered: 'because it is good'. The teacher thought that difficulties would come next year, when Michelle's parents would have to think of the secondary provision. She expressed the opinion that it would be difficult for Michelle to attend the high school, because there were certain difficulties; one of them was that no secondary school was built at one level, but at various, different levels. Of course, as she told me, there were schools which had lifts, but often the lifts broke down. Moreover, she thought that the size of the secondary school could be very frightening to Michelle, and that corridors in secondary schools were very busy and noisy. Furthermore, the teacher expressed the opinion that Michelle might meet many academic difficulties in a secondary school and she might become pressurised and frustrated, and not be as happy as she was at the moment. She also felt very worried because she thought that the local authority did not offer enough provision for children with Michelle's kind of disability, i.e. were not profoundly physically handicapped. Michelle's mother, on the other hand, hoped that Michelle would go to the secondary school with her friends, because that was where she wanted to go. She just hoped very much that Michelle could go to a 'normal school'. Also, she did not expect that Michelle would ever be 'very bright'.

Evaluating the support which was provided to Michelle, the mother appeared really satisfied with the help her daughter received after the record of needs was opened, and she thought that Michelle had made a lot of progress after she began receiving a lot of extra help. According to the mother, Michelle's writing had improved tremendously, she was quite a good reader and she could concentrate now on her maths. In addition, she expressed her satisfaction concerning the work that Michelle did with an occupational therapist once a week. She helped her to balance things and she did several different things with her. One of those was typing.

Interesting Issues

- Michelle's case appears to be a successful one both from the social and academic aspect. It is considered that the main factors which played a very positive role in Michelle's integration are the following:

- (a) the fact that Michelle had very caring and interested parents and they insisted on sending her to an ordinary school;
- (b) the fact that the school was small and the teaching staff were very pleasant and helpful to Michelle, composing a 'family environment' for her, where she could feel at ease;
- (c) Michelle's teacher was interested in meeting the special educational needs of the children of her classroom. It is interesting to note that once, when Michelle was absent, she spoke to the other children of the classroom about Michelle's special needs and the right way they should behave towards her; and
- (d) Michelle received sufficient extra learning support every day from the learning support teacher and the auxiliary.

- In this case the idea of the learning support teacher to ask Michelle to help her 'teach' younger children with learning difficulties worked pretty well and boosted Michelle's self-confidence.

- Michelle seemed very dependent on her classroom teacher. She wanted to ask her opinion for every stage of her work and she could not follow her own initiative, as all the other children did. This shows that some children with SENs ask for a lot of individual attention which is difficult to give when there are many other children in the classroom.

- Michelle's case shows that children with physical disabilities may not feel comfortable during break time in the playground, since they can not participate in other children's games.

- Doubts were expressed by the classroom teacher about the extent to which secondary schools can meet children's special needs.

- It is interesting to note that Michelle's mother was aware of the possibility that Michelle might always be behind the other children in her classroom.

- The case conferences appeared a good opportunity for the teacher to be aware of the nature and effects of Michelle's physical disabilities.

- The fact that many stimuli and opportunities were offered by the school (i.e., swimming, typing playing the keyboard, knitting, watching video etc.) helped Michelle's integration and made her more happy and satisfied.
- The teacher of this case study appeared very well organised, interested in getting to know the personality of every child and encouraging and praising children. Her technique of solving behaviour problems by speaking to children individually and 'privately' is worth being presented as a model of behaviour towards children with behaviour and emotional problems.
- Also in this case the computer was used as a way of motivating children with difficulties in writing.
- The fact that Michelle's parents could meet the teacher any time informally and could speak about Michelle's progress is also worth underlining because it shows a climate of 'openness' and co-operation between teachers and parents.

5.3. Description of five case studies of children with SENs who were integrated in Greek ordinary state schools

5.3.1. First case study: Anna

The child <u>Name:</u> Anna <u>Age:</u> seven years old <u>Grade level:</u> P2 <u>Class size:</u> 25 pupils	School area: socially mixed (more middle class) Kind of SENs of the child difficulties in writing and reading	The teacher <u>Name:</u> Mrs Dimitra <u>Age:</u> 41-45 years old <u>Years of experience:</u> 22 years
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The school was located in a socially mixed area. There were fourteen classes in that school (two for every class level) and a special classroom where children who needed extra help were withdrawn for about two to three hours per week in groups of three children. The head teacher and all the classroom teachers appeared to co-operate well. It is also worth mentioning that the school had bought a photocopying machine - which does not happen in every Greek state school- and that gave the teachers the opportunity to give extra exercises to their pupils (in addition to those which were provided by the books).

The classroom environment was pleasant by Greek standards. On the walls you could see many of the children's drawings in lively colours. At the back part of the classroom there was a bookcase with a few books and a table with plants which were looked after by the children. Also, the arrangement of the desks was considerably different from the other Greek cases. There were four arrangements of desks but the work was not of a co-operative character. Thus, there were four groups of children of mixed ability. A big part of the two walls of the classroom was covered by blackboard, where two children of every group who were every time selected by the teacher wrote the dictation of the day or solved some exercises during the lessons of language and maths, respectively. According to their success in those activities they were awarded with grades, which were added to the total grade of their group. The group with the highest total grade was awarded with a star. It is also worth mentioning that a lot of pupil talk took place in this classroom. Children liked talking and announcing things, even if they had not been asked to do so.

Anna, the child of this case study, was a thin girl who wore glasses and was of normal height. Her whole appearance, the kind of clothes she wore and the way she spoke provided clear evidence of the fact that her family belonged to a low socio-economic class. The only thing that the teacher knew about Anna's family history was that her father was a baker and he could never help her in her homework because he worked very hard and he was very busy. For that reason, Anna was looked after in the preparation of her homework by her brother who was two years older than she. Concerning her mother, no piece of information was available. Here it has to be mentioned that Anna had studied in another school the previous year. Her previous teacher could not be accessed to provide more information about her progress. Anna's parents had not gone to school to see their daughter's teacher, when all the pupils' parents had been invited to school to discuss the progress of their children.

Anna's main problem was that she could not read and write properly. Actually, she had been characterised by her teacher as having 'developmental (mental) disability and problems in sight and speech'. Furthermore, the special teacher of the school had characterised her as a 'dyslexic child', and she tried to help her following the syllabic method. Concerning her participation in the classroom, Anna tried to do every time what the other children did. She raised her hand even if she did not know the right answer, and she filled in the exercises, even if she had not understood the instructions. On the other hand, her relations with the other children were not bad. She did not seem to have a very close friend, but she played with the other children during break time. In the classroom she very often asked the boy who was sitting next to her to get information about how to fill in the exercises which had been assigned to the whole class by her teacher. In other words, it seemed that she could communicate quite well with the other children. However, her teacher told me that Anna very often complained to her because the other children teased her.

Mrs Dimitra, Anna's teacher, was 41-45 years old, had worked as a teacher for 22 years, and had attended at least one course in special education during her initial training, but she had not attended in-service training on any educational subject, although she stated that she would like to learn more about the psychological, social and physical characteristics of children with SENs. Concerning her overall behaviour in the classroom, Mrs Dimitra was always observed to behave tenderly to her pupils embracing and kissing them quite often. She paid attention to and praised all the children in the classroom. Moreover, she encouraged the children to work. Her whole behaviour gave the impression that she loved her job, and she admitted it verbally once, when we were in conversation. Furthermore, from the observation it appeared that she was very interested in finding out if Anna had understood what had been taught. Very often the teacher asked: 'Anna, did you understand

it?' and, if it appeared that she had not understood it, Mrs Dimitra gave her more explanations and examples. The teacher was also always interested and willing to hear everything that Anna wanted to announce to her.

Mrs Dimitra provided opportunities to Anna to participate in the lesson. First of all the kind of direct questions she asked her were formed for her ability level. Almost always she asked Anna easy questions which had to do with factual knowledge and description of pictures (e.g. 'What can you see in this picture?') and, when Anna was right, she praised her very much. Many times I heard Mrs Dimitra saying to Anna: 'That's great. You are very good!'. In addition, many times I heard her calling Anna with her diminutive name, which is usually liked by the children. Furthermore, Mrs Dimitra tried always to make Anna's learning difficulties 'invisible' in front of the other children. For example, during the language lesson (which includes reading of the text of the day from the language's textbook, answering of questions which refer to the content of the text, filling in of grammatical exercises and writing of the dictation of the day), while all the children, one after the other were asked to read one or two paragraphs of the text of the day continuing from the point where another class mate had stopped reading, every time that it was Anna's turn to read, she was always asked to read the first paragraph of the text of the day. This was not actually an initiative of the classroom teacher, but it was a way for helping children with learning difficulties suggested in the 'Teacher's book', a publication for teachers published by the Organisation for Publication of Teaching Books (OEDB) which gave instructions to teachers for teaching the language lesson. So, although Anna could not read, she had the opportunity to learn that piece by heart with the help of her brother at home, and with the help of her teacher and her class mates who were sitting next to her she could 'perform' quite well. The answers of the grammatical exercises which had to be filled in by children on their books were written by the teacher on the blackboard. Therefore the children could copy from the blackboard the right answers into their books. For the dictation of the day, Anna usually wrote down a part she remembered well and, then she cheated to complete it. Mrs Dimitra was aware of that but she did not try to stop it. It seemed that it was another way of hiding Anna's learning difficulties. Some days Mrs Dimitra gave Anna extra homework, so that she would have more practice.

Concerning Anna's future progress, Mrs Dimitra expressed her optimistic belief that Anna would be able to acquire the basic reading and numeracy skills and sometime she would become a 'moderate student'.

It seems that Mrs Dimitra was really positive (verbally and as it was showed in practice with her behaviour) towards the integration of children with SENs in ordinary schools. She agreed with the idea that children with SENs should be integrated in ordinary schools. She strongly

agreed with the idea that such a policy will have social advantages for the child with special needs but she was not sure that it would have similar advantages for the other children of the classroom. She agreed that it would have educational advantages for the child with SENs but she was not sure about the existence of such advantages for the other children. She also agreed with the statement that such a policy presents more advantages than disadvantages and she strongly agreed with the idea that such a policy presents advantages when the appropriate support for the classroom teacher is available. Finally, she stated that major changes have to be implemented to ordinary classroom routine to accommodate children with SENs.

The special teacher of the school helped Anna 2-3 times per week, for one school hour every time. There was not a fixed programme for her to attend the special classroom and that was arranged every time by the special teacher, after consultation with Mrs Dimitra. Once Anna was observed in the special classroom. She was there with other two children with similar problems. It was a very small classroom with three desks which faced the blackboard. The special teacher set writing work to every child and then she dealt with every child separately. In the special classroom the resources were very poor and the time which was given to every child did not seem to be enough to meet his/her needs.

On the other hand, the classroom teacher tried to help Anna as much as she could under the constraints which were imposed on her by the Greek educational system. She encouraged Anna, she praised her generously, she wanted to make sure that she had understood what she was taught, but she did not have the time -and probably the knowledge- to deal with Anna individually.

Interesting Issues

- It seems that in this case study Anna's social integration was implemented pretty well while her educational needs were not met sufficiently. The factors which hindered the success of the academic aspect of integration can be summarised as following:
 - there was no co-operation among Anna's present classroom teacher, her previous classroom teacher, her present special teacher and her parents;
 - Anna's parents did not have time to meet the teacher;
 - there was not appropriate help from the special teacher and the school adviser (the teacher stated in the questionnaire that she was uncertain about the sufficiency of the help which was offered to Anna by the special teacher, and that

- she did not consider sufficient the help which was offered to her by the school adviser);
 - there was no co-operation between the classroom teacher and the special teacher for creating together an individualised programme for meeting Anna's needs; and
 - Mrs Dimitra did not have the knowledge, the time, or the resources to deal with Anna individually.
- The methods Mrs Dimitra used when dealing with Anna can be summarised as following:
 - she tried to hide the learning difficulties of the child in front of the other children;
 - she tried to ensure that Anna had understood what she taught;
 - she gave Anna extra homework;
 - she gave Anna opportunities to participate in the lesson;
 - she asked her questions which she could answer;
 - she praised her generously when she did well.
- The techniques that Anna had developed for 'coping' in the ordinary classroom are also worth noticing:
 - she tried to imitate what the other children did, and
 - she very often asked her classmate who was sitting near her.
- It is also worth stressing that the resources in the special classroom were very poor.
- The teacher's ignorance concerning Anna's family history and history of SENs is another interesting issue which arose from this case study. It happened because
 - the parents did not go to school to ask about their child's progress; and
 - no piece of information was sent from Anna's previous school to her current school.
- Anna's special educational needs had not been officially assessed.

5.3.2. Second case study: Kostas

The child <u>Name</u> : Kostas <u>Age</u> : 7 years old <u>Grade level</u> : P2 <u>Class size</u> : 28 pupils	School area : deprived (more working class) Kind of SENS of the child difficulties in reading and writing; problems in speech and language	The teacher <u>Name</u> : Petros <u>Age</u> : 26-30 years old <u>Years of experience</u> : 7 years
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The school where Kostas, the child of this case study, studied was located in a deprived area. In that school 12 classroom teachers were employed. There was neither a special classroom with a teacher of Special Education nor specialist teachers for the lessons of music, gymnastic and art. From the observation of the teaching staff in the staff room during break time, it seemed that there was not particularly good communication and co-operation between the teaching staff and the head teacher. As I found out in a discussion with some teachers, the school did not have significant educational resources, e.g. there was not even a photocopying machine. In the classroom where observation took place there were 28 pupils. Almost all the desks were facing the teacher's desk and the blackboard. The classroom did not have any decoration except for some of the children's drawings stuck on the walls.

Kostas, the child with SENS of this case study, was a 7 year-old boy of normal height for his age. The nature of his special needs - as they were described by his teacher - were 'mental retardation, problems in behaviour, speech and language'. From the observation, it was obvious that Kostas had a very significant difficulty in speech and language. He stuttered, he could not pronounce the letter 'r' properly, and his vocabulary was very poor. Moreover, his movements were generally very slow and he almost always seemed inattentive and indifferent to whatever happened in the classroom.

In the language lesson he was not able to read at all or even to distinguish between different letters. He could only copy words and phrases from the blackboard. In maths he could not distinguish between different numbers and he could not write them down. He could not make any calculation with numbers up to ten. He never participated in lessons by raising his hand. However, he seemed to enjoy himself during the time of gymnastics and school theatre. Kostas was always obedient to his teacher. Probably he had understood that for him the rules were different and he did not feel afraid of his teacher. He also enjoyed and laughed very much at his teacher's jokes. It appeared from the observation that Kostas'

relations with the other children were good. All the children accepted him, and the pupil who sat next to him was always patient with him and helpful.

Concerning Kostas' family history, not much information was available. The only piece of information which was provided by his teacher was that his mother, even if she knew that her son had significant learning difficulties in primary one, did not leave him to repeat the same class for another year, when it was suggested by the previous teacher, but she insisted on letting him continue his studies in primary two. Kostas was given private lessons in his home by a teacher for two hours per day.

Mr Petros, Kostas' teacher, was 26-30 years old and he had seven years' teaching experience. He was a good looking man always dressed in sport clothes. From a conversation we had, I found out that 'the conditions of life' forced him to become a teacher. Obviously, it was not what he really wanted very much. The fact that the duration of the training for becoming a teacher was only two years and after that he could be appointed as a primary teacher with a stable salary very much influenced his choice of job. However, he often complained about his low salary. He also told me that in order to 'survive' he had to give private lessons to children with learning difficulties in the evenings .

Mr Petros had attended at least one course in special education during his initial training, as he stated in the questionnaire. However, he strongly disagreed with the statement that he considered his knowledge sufficient, and he stated that he would like to learn more about the psychological, social and physical characteristics of children with SENs.

The overall behaviour of Mr Petros in the classroom could be characterised as very 'unpredictable'. Often he was very authoritarian, and he spoke loudly with anger and criticized the children. At other times he made jokes and he seemed to be a person who had a sense of humour. The children in the classroom laughed with his jokes, but they felt very afraid of him when they were criticized. His relation with Kostas was very good. Kostas was never criticized badly by his teacher and it seemed that Mr Petros had accepted Kostas' learning difficulties, and his expectations from him were different. It is worth mentioning that Kostas was asked simple questions requiring factual knowledge or description of pictures, e.g. 'What can you see in the picture of your book, Kostas?'. Moreover, most of the teacher's communication with Kostas referred to issues which related to the everyday routine of the classroom, for example, 'Kostas, take out your book from your bag'.

The usual method followed by Mr Petros for dealing with Kostas was that he excluded him from the work assigned to all the members of the classroom and asked him to do something different. Actually, most of the times the other activity was something that just kept Kostas

busy without providing significant educational benefits for him. For example, once during the language lesson, while the other children were writing their dictation, the teacher said to Kostas: 'Kostas, if you can not write it, draw a window...' (the text of the dictation included the word window) '...or copy in your note book what we have written on the blackboard'. It was interesting also what happened once I observed children during reading time, when all the children had to read one piece of the text of the day. When it was Kostas's turn to read, the teacher told him: 'You will describe the picture as if you were reading'. Another time during the lesson of maths, while all the other children were taught the value of coins, Kostas was sitting near Mr Petros, at the teacher's own desk, and he wrote numbers in his note book following his teacher's instructions. Of course he did not participate at all in that the other children did. 'You, Kostas, get to work', the teacher told him while he was teaching the other children. After Mr Petros set work to the other children, he taught Kostas individually about the value of number one, and he showed him how to write it. However, I had the feeling that the teacher decided to teach Kostas individually because I was there, and it was not included in his everyday agenda. This suspicion may be supported by the fact that Kostas was taught the value of number one! It seems that the whole attitude of Mr Petros toward Kostas was rather positive. He liked Kostas, as he told me one day when Kostas was absent, and he thought that something was 'missing', when Kostas was not in the classroom.

Mr Petros' attitudes as they arose from the questionnaire, are also worth mentioning. First, he was positive about the integration of children with SENs in ordinary schools. He strongly agreed with the statements that such a policy presents social advantages for the child with special educational needs, and that there are advantages in it, if the appropriate support services are available. However, he did not consider dealing with children with developmental (intellectual) disabilities, physical disabilities, sensory disabilities, and problems in speech and language part of his job. This can be interpreted in part by reference to the training he had. His initial training had to do with teaching 'normal' children, as he said.

Kostas did not receive any extra learning support in school, since there was not a special teacher in that school. As it was mentioned above, the only thing that the teacher did with Kostas was that he modified for him the school work assigned to the other children in the classroom, or he excluded him from the assigned class activities but he did not really try to teach him. In other words, Mr Petros did not bother to do or could not do or did not know to do something special for helping the academic progress of Kostas. For example, he did not take the initiative, or, probably, he did not have the knowledge to create an individualised programme for Kostas. From the social aspect, it can be said that Kostas was well integrated. He had friends and he played with them during gyms and play time, and he was accepted by all the children in the classroom and his teacher.

Concerning Kostas' educational future, Mr Petros was optimistic and he hoped that Kostas would be able sometime to acquire the basic skills in maths and language. He stressed the fact that if Kostas had attended primary one for another year he could have been a moderate student.

It is also worth mentioning that when Mr Petros was asked if he considered himself successful in meeting the special needs of the children of his classroom, he answered negatively and he commented:

There is not possibility for success in something for which it is unknown how to cope with.

Finally, the other comments of Mr Petros about the whole educational Greek system and the policy of integration are worth quoting because they may represent the opinion of a part of the population of primary Greek teachers.

In ancient times, Spartans threw children with special needs in Keadas. Nowadays, in Greece, we do something similar in a different way: we neglect them and we feel indifferent about them.

When Mr Petros was asked to comment about the amount of change needed in the ordinary classroom routine for accommodating children with SENs he said:

Major changes have to happen. The existence of care, concern, organisation, programmes and a lot of money is needed...

Moreover, the following ideas were suggested by Mr Petros for the successful integration of children with SENs in ordinary schools:

- *seminars organised by the municipalities and the communities for the parents of children with SENs;*
- *cooperation between the teacher and the parents of the child with SENs;*
- *provision of learning support for the child with SENs by other agencies except for the classroom teacher;*
- *specialised training for the classroom teachers;*
- *responsibility and 'strictness' in what teachers, school advisers and parents do about children with SENs;*
- *co-operation and co-ordination on this subject.*

At the end of his comments in the questionnaire, Mr Petros stressed two factors which were considered very important by him, writing them in capital letters:

- NO TO THE SOCIAL REJECTION OF THE TEACHER; AND
- MORE MONEY FOR EDUCATION.

As he commented somewhere else about the latter factor : 'A poor country will have always a poor Education System. Moreover, in Greece it seems that the economical theory, which argues that the best investment is Education, is neglected'.

Interesting Issues

- Kostas' teacher, as many other Greek teachers who filled in the questionnaires, used the term 'mental retardation' for characterizing the problem of the child with SENs without thinking a lot about that, and without reference to an official assessment by an educational psychologist. It happened because in Greece the classroom teacher is the only person -if a special teacher is not employed in the school- who has to cope with children's learning difficulties.
- It is interesting that Kostas' teacher gave in the evenings private lessons to other children with learning difficulties. However, in the classroom he did not seem to be patient enough and to care very much about Kostas' learning difficulties. Most of the times he excluded Kostas from the work he assigned to all the other children, and the different work he assigned to Kostas seemed that did not derive from any educational objective and that was intended to keep him busy. Moreover, he never set him extra homework.
- It was obvious that Kostas' teacher did not give enough thought to educational issues. He was rather indifferent about helping children with SENs and about being a good teacher. That may happen because, as he admitted, he did not choose the teacher's job because he liked it, but because 'the conditions of life' forced him into it.

In this case there were also constraints which did not have to do with the teacher:

- he had to follow the 'analytical curriculum' with a certain pace and that put more stress and pressure on him;
- the whole-class teaching method which is followed by all the Greek teachers and is taken for granted by the creators of the analytical curriculum did not give opportunities for individualised teaching;
- he had to cope with the learning difficulties of Kostas alone, without any support and without the appropriate resources; and
- he did not have the appropriate knowledge. As he commented in the questionnaire:

The teacher needs to have special knowledge, if it is to cope with all the cases of children who present learning difficulties.

- In this case, as happened in all the Greek case studies there was not a programme of individualised teaching to meet Kostas' needs.
- Repeating the same class for another year was considered by the teacher to be a good way - and probably the only way - which would help Kostas to 'fill in his learning gaps'.
- The stimuli which were offered to the children of that school were very limited. There was definitely not the appropriate educational material and equipment which could possibly motivate the children with learning difficulties.

5.3.3. Third case study: Katerina

The child <u>Name</u> : Katerina <u>Age</u> : 11 years old <u>Grade level</u> : P6 <u>Class size</u> : 30 pupils	School area :deprived (more working class) Kind of SENs of the child developmental and physical disabilities	The teacher <u>Name</u> : Mr Nikos <u>Age</u> : 36-40 years old <u>Years of experience</u> : 18 years
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The school was located in a deprived area. In that school eight classroom teachers were employed and there were also special teachers for gymnastics and music. A co-operative climate appeared to exist between the head teacher and the teaching staff of the school which was composed of some young teachers with a disposition to work. The building was quite new and photocopying facilities were provided.

The classroom where the observation took place was quite small for the 30 children who were accommodated there and there was not enough space. Moreover, there was almost no decoration in it. In one corner of the classroom there was a bookcase with a few books.

Katerina, the child of this case study, was a child who immediately drew the attention of an observer because of her physical characteristics. She had a red spot on one side of her face, she wore glasses, she was rather fat and tall, and her voice was husky. She could not speak properly. According to her teacher's response to the relevant question of the questionnaire, Katerina's special needs were due to 'mental retardation' and 'physical disability'. It is interesting to know that until the time I first visited Katerina's school the teacher did not know anything about Katerina's history of SENs. Later on he told me that from a discussion with Katerina's mother he found out that the girl's disabilities were due to problems at birth. The mother informed him that Katerina had recently started going for physiotherapy and that they were planning to go abroad the following year for the removal of the red spot from Katerina's face. Therefore, it appeared that Katerina's parents cared a lot about Katerina's problems.

So far as her behaviour in the classroom was concerned, Katerina never raised her hand to participate in the lesson. When she was asked a question by the teacher she needed a lot of time to think before she answered. Usually in order to answer properly she was encouraged and helped by her teacher and the girl who sat next to her. Katerina prepared perfectly her homework every day with the help of her parents. She had acquired the basic skills in maths and language but she was very slow.

Looking at Katerina's relationships with her peers, it seemed that Katerina did not have friendships with other children. Even if the other children accepted her, they did not invite her to join in their games and activities. Thus during the break-time Katerina could usually be seen alone eating her sandwich in a corner of the playground.

Mr Nikos, Katerina's teacher, had 18 years' teaching experience and he was 38 years old. As far as his training was concerned, he did not have the opportunity to attend a seminar on Special Education during his initial training, but he had attended a five day in-service seminar for children with SENs. It was interesting to note that he strongly disagreed with the questionnaire statement that it is very important for a teacher to have specialised knowledge of special needs when he/she deals with children with SENs. He also disagreed with the statement that one should be a generally competent teacher in order to teach children with SENs. From the observation it was obvious that he did not have any great love or enthusiasm for his job and that he was not very keen on spending time meeting the needs of an individual child. He was a rather 'cold' teacher. He called his pupils by their surnames and he did not seem interested in getting to know their personalities. He followed a very directive method of teaching. I very rarely heard him praising the children for something. When children answered his questions correctly he usually said: 'O.K.!'.

His attitude toward Katerina was indifferent rather than positive or negative. He neglected her, and he gave me the impression that every time he asked her a question it was just to show me what Katerina could or could not do. I suspect that when he was alone in the classroom he would avoid asking Katerina questions in order not to lose time, because Katerina was very slow in thinking and answering. The kinds of questions he asked Katerina were always questions for factual knowledge which required short answers, very easy for the rest of the children. When Katerina got stuck, he helped her by giving her hints. Once I heard him praising Katerina for a right answer. He described Katerina's academic progress as very slow.

It is also interesting that, when Mr Nikos was asked to express his opinion about Katerina's educational and vocational future, he said that he thought that it would be 'inauspicious'. He did not think that Katerina would be able to go on in secondary school and that she would not be able to live an independent life.

With reference to Mr Nikos' attitude toward the integration of children with SENs in ordinary schools, from the questionnaire, it appeared that he agreed with the statements that children with SENs should be integrated in ordinary schools and that such a policy presents social advantages for the child with SENs and for the other children. However, he was uncertain

about the statement that such a policy will have educational advantages for the child with SENs and for the other children, and the statement that dealing with children with developmental (mental) disability, physical disability, sensory problems, behaviour and emotional problems and problems in speech and language was part of his job. It is also interesting that he accepted that his knowledge about the psychological and social characteristics of children with SENs was sufficient.

Finally, Mr Nikos was uncertain about the extent to which he was successful in meeting the SENs of the pupils of his classroom and commented:

More and better work is needed.

Interesting Issues

- Katerina could not benefit at that school academically or socially. Apart from the other external factors mentioned in the above cases (i.e., whole class teaching, centrally administered curriculum, lack of appropriate material and equipment, etc.) in this case the classroom teacher can be blamed for his indifference to Katerina. He did not make any effort to contact Katerina's parents to ask for their cooperation, nor did he try to approach Katerina as a person to understand better her learning and emotional problems, to encourage her, to boost her self -esteem and self-confidence and to assist her as much as he could. Moreover there was not any other kind of extra support available in that school.
- Apart from the fact that Katerina did not receive any extra help at her school, her teacher did not follow any particular approach in order to meet her needs. Fortunately, she had caring parents, who helped her with her homework and arranged for her to receive physiotherapy (privately) and they planned to take her abroad the following year for the removal of the red spot which had existed on her face from the time she was born.
- Individualised teaching was necessary for Katerina, since she was very slow and she could not follow the pace of learning of the other children.
- The classroom teacher in this case study was not interested in knowing children as individuals, or in meeting their educational needs. Except for whole class teaching he was not interested or willing to try any new method. Finally, it seems that teachers who do not have any interest and enthusiasm about their job, can not much help children with SENs.
- The fact that Mr Nikos accepted that his knowledge about the psychological and social characteristics of children with SENs was sufficient raises the question of the relation

between theoretical knowledge and practice. The idea that seminars in Special Education have also to provide practical knowledge is supported by this case study. Workshops on the ways in which children with SENs can be best integrated can inform teachers about the methods they can follow for teaching these children and for meeting their needs.

* * *

In addition to the above three case studies, two other cases of children with SENs who were integrated in ordinary primary schools were studied in Greece. Unfortunately, in those case studies the teachers did not fill in the questionnaires I distributed to them, and, for this reason, there can not be as full a description of the teachers' attitudes and experience.

However, it was considered that the existent data are worth presenting, because they can add more colours in the picture of meeting (or not meeting) the SENs of children in the Greek primary schools.

5.3.4. Fourth case study: Heleni

The child <u>Name:</u> Heleni <u>Age:</u> 9 years old <u>Grade level:</u> P3 <u>Class size:</u> 30 pupils	School area: socially mixed (working and middle class) Kind of SENs of the child learning difficulties; motor problems	The teacher <u>Name:</u> Mrs Maria <u>Age:</u> over 50 years old <u>Years of experience:</u> 32 years
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The school was located in a mixed area in terms of the socio-economic status of the children who studied there. In that school eight classroom teachers were employed and there were no special teachers for the lessons of music and gymnastics.

In the classroom where the observation took place there were 29 pupils. All the desks were facing the blackboard and beautiful children's drawings were stuck on the walls. There was also a bookcase with a few books and a place where the maps for history and geography were kept.

Heleni, the girl of this case study, was a girl of normal height for her age and she was always well dressed. Her whole behaviour in the classroom would draw immediately the attention of an observer. She always had an abstracted appearance and very frequently looked at the notebook of the pupil who sat next to her so that she could fill in her exercises. She was one year older than the other children in the classroom, as her teacher informed me, because she had repeated primary one. She had a brother who was one year younger than she and he was placed in the same classroom with her. The first time I visited the classroom they were sitting together but, after that time, I found them sitting in different desks, with other partners. Actually, Mrs Maria, Heleni's teacher, changed the position of the pupils in their desks from time to time.

Concerning Heleni's family history, Mrs Maria let me know that Heleni's father was a secondary school teacher, her mother was a housewife, and there was some evidence to suggest that the relationship between her parents was not very good. Often Heleni was looked after by her grandmothers who 'spoil her fulfilling her wishes'.

In the classroom Heleni could not concentrate in the lesson sufficiently. She was abstracted almost all the time and often smiled without any reason. The only thing she could do properly was to copy what had been written on the blackboard. Moreover, she could distinguish

between different letters, write simple words and read at a very slow pace; but it seemed that she did not always understand the meaning of what she was reading.

Heleni also had some slight motor problems. In the beginning of her studies at that school, as the teacher told me, her situation was more serious. She felt afraid of running or jumping or doing physical exercises. However, as the time passed, according to her teacher, Heleni had improved significantly after a lot of praise and encouragement.

It was obvious that she was accepted by the other children. During the break time she played and laughed with other children and she appeared to have good relationships with them, although it did not seem that she had any very close friend.

Mrs Maria, Heleni's teacher, was about 55 years old. She told me that she had 32 years' teaching experience. Concerning her behaviour towards Heleni, she stressed that she tried to behave towards her in exactly the same way she behaved towards the other children. She let Heleni believe that her expectations from her were similar to those from the other children. She had never excluded her from attempting a task she had assigned to all the students. On the other hand, she praised her very often for everything she did successfully. For example, once, when Heleni wrote correctly on the blackboard the word that she was asked to write by her teacher, Mrs Maria praised her a lot and the children applauded her. Of course, as the teacher told me, she had found the opportunity to explain to the other children, when Heleni was absent, that Heleni was more often praised because she had more difficulties and she needed to try more. Moreover, very often Mrs Maria encouraged Heleni to work. For example, she was heard saying: 'Come on Heleni, you know it, write it'. It was also observed that the teacher asked Heleni many self-reference questions, e.g. 'Where is your book, Heleni?' or 'Heleni, did you finish your exercise?'.

Speaking with Mrs Maria I realised that she was not in favour of the idea of integration of children with SENs in ordinary schools but she was keen on doing her best, if that policy had to be implemented. Actually, Mrs Maria seemed to have the disposition to help Heleni, but she could not do many more things because of the lack of time, the constraints which were imposed by the curriculum and the lack of extra learning support. However, she appeared optimistic about Heleni's academic progress. She believed that, eventually, Heleni would acquire basic skills in maths and language.

Some points concerning the difficulties experienced in research work in this case study need to be noticed. Mrs Maria -

- did not fill in the questionnaire because she was 'very busy', as she told me;

- did not feel very comfortable when she had somebody else in her classroom (although she had accepted me as a visitor in her classroom for a day, she did not appear very happy with the idea that I would visit her again);
- felt afraid that she would be criticized and 'assessed' by the school adviser, since he had introduced me to the teachers of that school. It is worth mentioning here that the last time I visited the school she found the opportunity to ask me how I got to know the school adviser.

Therefore, it is obvious that under such circumstances the job of a researcher in a Greek classroom becomes very difficult!

Interesting Issues

- From this case study Heleni could benefit socially in her school because she had a teacher, who encouraged and praised her a lot. From the academic aspect, she could not benefit very much because there was not provision of extra support and her teacher could not do many things for her without the appropriate training for teaching children with SENs and following a whole-class teaching approach. It seems, therefore, that one of the few ways that Greek teachers can help children with SENs is through praise and encouragement.
- It is interesting to note that Mrs Mary felt that she should behave in the same way to all the children in the classroom independently of their needs and that she considered it necessary to find the opportunity to explain to the other children why she encouraged Heleni more than the normal.
- It is interesting that although Heleni had repeated primary one she was still behind the other children. However, no other way had been followed in order to help her academically.
- No official assessment of Heleni's needs existed.
- The teacher in this case study did not feel very comfortable with the idea of having somebody else in her classroom, and although she was a very experienced teacher, she felt afraid of being 'assessed'.

5.3.5. Case study 5: Spiros

The child <u>Name</u> : Spiros <u>Age</u> : 7 years old <u>Grade level</u> : P2 <u>Class size</u> : 24 pupils	School area : socially mixed (more middle class) Kind of SENS of the child physical disabilities only; he went on crutches	The teacher <u>Name</u> : Mrs Christina <u>Age</u> : over 50 years old <u>Years of experience</u> : 33 years
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The school was located in a socially mixed area. There were twelve classroom teachers in that school, and it seemed that a cooperative climate existed between the classroom teachers and the head teacher.

The classroom where observation took place was very small, decorated only with some pictures stuck on the walls. In that classroom 24 students were accommodated. All the desks were facing the blackboard and teacher's desk and no other material or educational equipment existed in that classroom.

Spiros, the child of this case study, was a seven year-old likable boy with a physical disability. As I learnt from his teacher, Spiros was born with a paralysis in his feet and he had been to the hospital three times for an operation. The first time I visited his school I saw him during gym in the playground. He went on crutches trying to do what all the other children did, at a slower pace, of course. Fortunately Spiros' school did not have stairs to ascend. Apart from his physical disability, Spiros was an 'average student', as his teacher told me, and as it appeared from the observation. In the classroom he sat in the first desk just opposite to the teacher's desk, near the door, and that was something which facilitated his mobility. He always participated in the lesson by raising his hand. He had very good relationships with the other children and he always could be seen with peers who very often helped him when he had a problem with his crutches.

Mrs Christina, Spiros' teacher was about 55 years old and she had about 33 years of teaching experience. She was an experienced, 'traditional' teacher who loved her job and tried to transfer her knowledge to her students in the best way she could. In a conversation I had with her, she told me that she did not behave differently towards Spiros compared to the other children. That was also realised from the data which were collected from the observation, according to which she asked Spiros the same kind of questions she asked all the other students.

Unfortunately, Mrs Christina did not return the teachers' questionnaire filled in, and therefore, there are not 'quantitative' data about her attitude towards integration.

Finally, it has to be mentioned that the data for this case study were limited because

- this case study was identified very late while the fieldwork in Greece was about to finish;
- there was only one visit in that classroom during which observation of teaching of language and maths took place and there was no opportunity for more conversation with the teacher;
- the teacher of this case study did not return the questionnaire filled in.

Interesting Issues

- Spiros' physical disability was of such a kind that it did not require any special provision. The school did not have stairs and every classroom was on the ground floor; therefore, he did not need auxiliary help. As far as his academic progress in school was concerned, he was an 'average' student, as his teacher commented.
- From this case study it appears that the children who have only physical disabilities which do not require any 'special' provision can be successfully integrated in ordinary schools where the premises are appropriately built.

5.4. Interesting issues which emerge from the qualitative data analysis

This section considers general issues which emerge from the case studies concerning the implementation of the policy of integration in Scotland and Greece. These general issues will be clearly illustrated with material from individual case studies. Integration will be examined from the viewpoints of: (a) teachers, (b) children with SENs, and (c) parents of children with SENs. Finally systemic issues will be discussed.

5.4.1. Teachers and integration

The data of the case studies can inform us about: -

- the relation between teachers' personal characteristics and their attitude and behaviour towards children with SENs;
- their behaviour in the classroom towards all the children, and towards children with SENs in particular, and the teaching methods they use, and
- their relationships with their colleagues and the support services.

5.4.1.1. Teachers' personal characteristics

According to the results of the analysis of the qualitative data, teachers' gender appeared to relate to teachers' interest in meeting the SENs of children in practice. The three male teachers who participated in the case studies (two in the Greek case studies of Kostas and Katerina and one in the Scottish case of Samantha), did not appear interested in meeting the special educational needs of their pupils in practice, although they were positive towards the idea of integration, as they stated in the questionnaire. They did not show enthusiasm in their work and they admitted that they chose to teach in a primary school because in such a post they could be appointed easily compared to other posts and they could have a stable salary every month. Conversely, almost all the female teachers were interested in meeting the educational needs of their pupils, they gave a lot of thought to educational issues and it seemed that they tried their best. Of course, this conclusion should be treated with caution, because the number of male teachers was small. Moreover, other factors might have influenced male teachers' behaviour, such as their personality, the fact that their schools were established in deprived areas, and they had to cope with many children with SENs without the appropriate support, educational material and training.

Teachers' age and, therefore, years of teaching experience, did not seem to relate to a favourable behaviour towards children with SENs. Of course, young teachers may have been more sensitized to the idea of integration during their initial training, since this idea is quite

new. For example, the young teachers of Jack, Samantha and Kostas appeared, from the way they filled in the questionnaire, very positive towards integration, but in practice they did not seem to differ very much from older teachers concerning their behaviour towards children with SENs. Moreover, in practice, older teachers appeared to behave better towards children with SENs and to be particularly concerned with their social integration. That was, for example, the case of the teachers of Anna, Heleni and Michelle.

Furthermore, from the analysis of the data of the case studies it is inferred that the teacher's personality and attitude might be one of the important factors which can influence the extent to which children's needs are going to be met. This inference is supported by the fact that even in Scotland where the support and the resources are better than those in Greece, there are some teachers who show indifference about meeting the SENs of children (e.g. Laura's and Samantha's teachers), while in Greece there are some teachers who try their best in order to meet children's needs, even if they have not any support and have inadequate resources (e.g. Anna's and Heleni's teachers). Moreover, it appeared that in both Scotland and Greece there are competent and incompetent teachers, and teachers who were good with children with SENs were good with all the children and they tried to meet every child's SENs as well as they could.

It seems that teachers who like their job and are -or try to be- generally competent do their best to meet the special educational needs of the children of their classroom (see cases of teachers of Jack, Michelle, Anna and Heleni). On the other hand, teachers who are not enthusiastic about their job appear indifferent about children with SENs (see the cases of teachers of Samantha, Kostas and Katerina).

5.4.1.2. Teachers' behaviour in the classroom

As was stressed above, teachers' personality and competence seem to play a very important role in the social and academic integration of children with SENs. In this subsection the behaviour of the teachers of the case studies towards all the children and especially towards children with SENs will be described, and the ways in which the teachers contributed to the social and academic integration of children with SENs will be emphasised.

As far as the social aspect of children is concerned, normally, children with learning difficulties and physical disabilities and their peers are well aware of their problems and of the fact that they are in some way 'different' from the other children in their classroom, and this awareness may influence negatively the self-esteem, socialization and attitude towards school and learning of those children with SENs. However, as it appeared from the case studies, a

classroom teacher can play a 'key role' in allowing or preventing the generation of serious emotional problems because of the existence of learning difficulties.

It appears from the case studies, in both Scotland and Greece, that there are teachers who are uninterested in knowing their children as personalities and helping their socialization. As in the case of Laura, because of the indifference or the 'lack of sensitivity' of the teacher (who otherwise could be regarded as a very nice and enthusiastic teacher), Laura was not well integrated socially, since there were times when she hated school and times she worried because her classmates 'picked on' her because of her learning difficulties. Moreover, she did not have any special friend in her classroom and she usually played with her sisters during break time. The same happened in Katerina's case. Although her teacher was aware of the fact that she did not have any friends and he saw her alone in the playground during break time, he did not seem worried about that fact and he did not try to find ways to integrate her socially. In other words, in these two cases of Laura and Katerina, although the teachers were aware of the fact that those children were 'isolated', no effort was made to integrate them socially, and everything was 'left to chance'. In addition, there are some teachers who not only do not help children to be socially integrated, but they may behave in a way which may be detrimental to the child's self-esteem, as happened in the case of Samantha's teacher, who used to offend children by referring to their whole personality.

On the other hand, interest in and love for all the children, and enthusiasm about the teacher's job seem very important factors which can facilitate mainly the social part of children's integration, especially in Greece, where no other factors contribute in most of the cases to the successful integration of children with SENs. Some of the case studies illustrated how 'caring' teachers are interested in solving the emotional problems of their pupils, helping their socialization and 'well being' in their classroom.

From the present study, the following patterns of behaviour of those teachers whose objective was the socialisation of children elicited:

- (a) when the children with SENs are absent, the classroom teachers find the opportunity to speak to the other children about those children's needs, and an acceptable way of behaving towards them (as Michelle's and Heleni's teachers did);
- (b) they try to interact the children of the classroom with the children with SENs in different activities in order to give the former the opportunity to get to know their classmates with SENs as individuals and to see that for all of us there are things we can and cannot do;
- (c) they involve children with SENs in activities in which they do well in order to boost their self-confidence and self-esteem. For example, Michelle was involved in 'teaching'

younger children, which was something she enjoyed doing very much and made her feel self-confident.

Furthermore, to encourage them to improve their attitude towards school and learning, as well as helping them to overcome their learning difficulties, some teachers placed great emphasis on motivating children through

- high praise for every effort they make, and encouragement (see the cases of teachers of Anna and Heleni);
- the use of small rewards such as 'stars' (e.g. Laura was 'well motivated', as her parents admitted, during the period that she was rewarded with stars);
- the use of a computer as a word processor (as happened in the case of Michelle).

The use of a computer as a word processor was stressed by some teachers (i.e. Emma's, Jack's and Michelle's teachers) and some parents (i.e. Emma's and Jack's parents) as a good way of motivating children with SENs. Of course, in no Greek case anything similar was mentioned, since computers do not exist at all in primary state schools. However, from the observation, it appeared that some teachers make little effort to motivate children (i.e. in the cases of the teachers of Laura, Jack, Samantha, Kostas and Katerina). It is worth mentioning that motivation was considered by some Scottish parents and teachers as something 'innate', and, therefore, it was considered that teachers and parents cannot help their children very much when the children are not motivated. However, teachers were expected by some parents to have the knowledge to motivate their children (i.e. the cases of Jack's and Laura's parents). It is also interesting to note that, from the files of the children with SENs of the case studies, it appeared that although the educational psychologists recognized the value of motivating those children, they did not recommend to the classroom teachers specific ways of doing this.

From an examination of the academic aspect of children's integration, it appeared that some Scottish teachers could do many more things than Greek teachers, mainly because of the teaching methods they used. In almost all the Scottish case studies the system of 'an integrated day' was followed by the classroom teacher. Many activities took place at the same time by different groups of children, and the pupils were taught language and maths in ability groups. From the interviews, it appeared that Scottish teachers were pleased with that system. In their opinion, the advantage of such a system was that the children could become more mature and responsible about their work. The teachers considered that the disadvantage of that system was the noise which was produced, and the fact that there were always some children who tried to avoid work and needed somebody to remind them of what

they should be doing. From the observation in Jack's classroom, it appeared that a child who tries to avoid work and does not react with responsibility to the work which is assigned to him/her cannot benefit from the system of an integrated day and needs an individualised programme. Moreover, it appeared that following such a teaching method successfully requires the teacher to have very good organisational skills. If the teacher lacks these skills, and if there is a large number of children in the classroom, a lot of noise may take place, which may be very disturbing, especially for children with SENs. However, by following such a system, some teachers saved some time for dealing with children with SENs individually. Thus, some children with SENs had the opportunity to receive individual help from their classroom teacher in addition to the help they received from the learning support teacher (and the auxiliary in Michelle's case). However, in the cases of Laura and Jack the individualized teaching which was provided for these children by their classroom teachers was not considered adequate by the teachers and the parents of those children. In addition, some teachers during interviews presented

- (a) the large number of children in the classroom; and
- (b) the lack of an auxiliary

as the main constraints on providing sufficient individualized teaching for children with SENs.

From the case studies, it also appeared that in Scottish schools teaching methods differ significantly from school to school (even among schools within the same educational authority). Actually, the classroom teachers are the ones who take decisions about the ways they wish to organise their teaching. While this teacher autonomy is usually characterised as a good element of the Scottish educational system, because it gives the teachers the opportunity to work in the ways they prefer and consider best for the children in their classroom, from the case studies it appeared that it may turn out to be detrimental in the cases of incompetent and indifferent teachers who do not give too much thought to the ways by which they can meet the children's needs. For example, from the observation, while all the other Scottish teachers appeared to try very hard to organise their classroom as well as possible, Samantha's teacher gave 'commands' rather than taught the children, assigned the same activities to children of different abilities, organised activities which were not guided by any educational target, did not attempt to regard the children as personalities, he spoke sarcastically to children, he offended them referring to their whole personality rather than to their particular wrong action, and he used threats and punishments. Since there were not any 'guide-lines' for him, he could continue in his 'bad' habits.

It is also impressive that while in some Scottish schools there is a co-operative climate between the children, and teachers encourage that (see Laura's and Emma's cases), there are Scottish teachers who do not allow children to co-operate for completing the assigned

work (see Samantha's case). On the other hand, in Greece, every child is supposed to work alone and no co-operative learning takes place, even when the desks are put in arrangements. However, children with learning difficulties are usually very greatly dependent on their class mates who sit near them. They usually 'copy' from their classmate's notebook the right answers or ask him/her explanations about the instructions in the exercises which are assigned to them.

Actually, in Greece the situation is quite different from that of Scotland concerning the academic aspect of the children with SENs. As in every Greek primary school the 'whole class' teaching method is followed by the classroom teacher, there is no time for the classroom teacher to pay individual attention to the child with SENs. In addition to the whole-class teaching methods, other constraints, such as

- the fact that classroom teachers are supposed to follow a centrally administered curriculum;
- the lack of appropriate support and co-operation among classroom teachers, special teachers and school advisers;
- the lack of appropriate material; and
- the lack of the appropriate teacher training

appeared as the main factors which hinder good and competent teachers from helping children with learning difficulties to make progress.

From the observation in the Greek classrooms it appeared that some of the approaches that Greek teachers use when they deal with children with learning difficulties are the following:

- (a) they try to make children's learning difficulties 'invisible' using different techniques such as:
 - asking them to read always the first paragraph of the text of the day;
 - writing on the blackboard the answers of the grammatical exercises, so that children with SENs can copy them accurately;
 - sometimes giving them extra homework;
- (b) they ask them questions of factual knowledge which are simple and easy to answer and require a short answer, rather than questions which require the child to show understanding of academic knowledge or skills by making him/her explain points at length;
- (c) they encourage and praise these children more than the other children, when they do well, and they are more lenient with them;
- (d) some teachers (such as Kostas' teacher) modify the tasks which are assigned to children with learning difficulties, and they set different rules for these children,

although it seems that the modified activities are intended to keep those children busy rather than meet the children's needs (for example, they ask them to copy things from the blackboard).

Another interesting finding from the case studies was that while Scottish teachers differentiate their teaching for children with SENs, some Greek teachers consider it educationally right and 'fair' to behave to the children with SENs in exactly the same way as they behave to other children showing them that they have the same expectations from them (as happened in Heleni's case).

From an evaluation of the method of meeting children's special educational needs, it can be inferred that the analysis of the qualitative data of the case studies shows that Greek teachers can only deal with the social integration of children with SENs, while they can do only very little to help in the academic integration of these children. Actually, Greek teachers appeared not to have the time, the support and the knowledge for dealing individually with children with SENs, therefore, no individualized teaching takes place in the Greek classrooms. The techniques which are used by Greek teachers appear to 'cover' rather than meet children's educational needs. As Kostas' teacher stressed, it appeared that children with SENs who were integrated in ordinary schools 'are neglected rather than taught appropriately' (e.g. Kostas' and Katerina's case).

On the other hand, in Scotland, although the situation is much better than that in Greece, it is not 'ideal' and the individualized attention which is given by classroom teachers to children with SENs is not considered sufficient by the teachers themselves or by the parents of the children with SENs. Finally, from the interviews with the teachers, it appeared that most of them were not satisfied with what they did with children with SENs.

5.4.1.3. Teachers' relations with their colleagues and the support services

From the observation and the interviews it appeared that in Greece there is a lack of co-operation between classroom teachers and special teachers, while in Scotland in most of the cases there is co-operation between the classroom teachers and the learning support teachers, and sometimes co-operative teaching takes place. Generally in Greece there is not much co-operation and communication between the teachers because the work of a teacher in his/her classroom is considered a 'personal' matter, while Scottish teachers are more 'open'. However, some Scottish teachers of children with SENs of the case studies also mentioned that they did not communicate very often with the agencies who provide extra support to the students in their classroom.

In addition it appeared from the Scottish case studies that sometimes teachers and head teachers cannot take appropriate decisions about meeting children's needs because:

- they do not have the knowledge;
- they are overloaded with many other tasks; and
- they do not have the opportunity to communicate frequently with educational psychologists and principal support teachers.

Interdisciplinary meetings for discussing the cases of children with SENs who have been referred or recorded can be very interesting and valuable for Scottish classroom teachers, because they give them the opportunity to understand better the special educational needs of the children who are integrated in their classroom (as happened in the case of Michelle's teacher).

Finally, from the Greek case studies it appeared that there is not much communication between the school advisers and the classroom teachers, and no Greek teacher stated that he/she received valuable help and advice from the school advisers for meeting children's needs.

5.4.2. Children with SENs in ordinary schools: their behaviour and their relationships with peers and carers

The children with SENs who participated in the case studies were mainly children with learning difficulties and physical disabilities of a not very severe nature. Through observation, interviews and distribution of sociometric tests, the behaviour of these children in the classroom and the playground, and their relations with their peers were studied.

The Greek case of Spiros, who had only physical disabilities which did not require any special kind of support, showed that such children can be easily integrated in ordinary schools without any problem, when the school building is appropriately built for the provision of access to these children. So, this section, will focus mainly on the cases of children with learning difficulties.

5.4.2.1. Behaviour in school

It was observed that children with SENs tend to display at least one of the following types of behaviour:

- they are distracted, i.e., they present lack of concentration;

- they are over-active, restless and attention seeking;
- they lack confidence in their own ability and they very often need to consult their teacher or their class mates;
- they try to avoid work;
- they are particularly slow and they need more time than the other children to answer the questions they are asked and to fill in their exercises.

However, some of these types of behaviour are displayed either mainly in Scottish classrooms or mainly in Greek classrooms, because of the existence of particular characteristics in the two educational systems. In Scottish classrooms, where the system of an integrated day is followed, it is easier for children with problems of concentration to be distracted, since many things happen at the same time and noise is produced. Also, it is easy for them to avoid work without being noticed by their teacher, since he/she may be busy helping other children, as happened in Jack's case. However, usually children with SENs in the Scottish schools feel free to go and ask their teacher for help at any time, and in some cases it appeared that they were very much dependent on their teacher for completing their exercises (e.g. cases of Laura and Michelle).

Conversely, in a Greek classroom where a whole-class teaching method is followed and the desks are arranged in rows, the teacher who is sitting at his/her desk which faces all the children's desks can 'supervise' all the pupils, so the children who are distracted and try to avoid work can be noticed easily. However, other types of behaviour are displayed usually by children with SENs in the Greek ordinary primary classrooms. The whole-class teaching method used in Greece means that all the children are supposed to be taught the same subjects and to complete the same exercises. Therefore, during the whole-class teaching the children with learning difficulties may feel uncomfortable because they fail to do successfully what the other children do. Even when the teachers are very willing to help them by asking them if they have understood what has been taught, they may feel 'different' because they are treated in a different way. So, because they are supposed to do what all the other children do, the children with SENs who are integrated in Greek ordinary classrooms try to 'survive' using the following techniques:

- they are dependent very much on their class mate who sits beside them (see cases of Anna, Kostas and Heleni);
- they do not ask their teacher because they do not want to draw the attention of the others and to show that they are 'different', and they do their work alone, even if they have not understood the instructions and they know that they make mistakes (e.g. Anna's case);

- they 'cheat' by copying from the note book of their class-mate who sits beside them (e.g., Heleni's and Anna's case).

In other words, these children do not have the opportunity or the 'option' to let their teacher know that they have not understood something. Since the Greek centrally administered curriculum and the whole class teaching approach require conformity, they cannot work in their own level, so they cannot benefit, as they try to 'hide' their learning difficulties.

In addition, in both Scotland and Greece it was observed that most of the children with SENs

- seemed pleased when they received individual attention from their teacher or their learning support teacher /special teacher (see especially Michelle's case); and
- enjoyed activities as gym, music, drawing, watching T.V., cooking etc., where their learning difficulties 'disappeared'.

It was also noticed that during break time children with physical disabilities cannot usually participate in other children's games which require running and jumping, so they stay in a corner watching the others, as happened in the cases of Michelle, and Katerina). Usually there is not teachers' intervention in children's games and there is not an alternative of 'indoor' games for these children (see the fifth Scottish study and the fifth Greek case study).

5.4.2.2. The relations of children with SENs with their peers

Except for the case of Emma who had very mild learning difficulties and was very sociable, surrounded all the time by her own group of friends, and Spiros, who had only learning difficulties and was quite sociable, the rest of the cases of children with SENs who participated in the present study did not appear to be so much favoured by the other children in the classroom as partners in different activities. Those children's learning difficulties and physical disabilities seemed to influence their relations with their peers. It is interesting that even in Britain, where there is much sensitivity about people with special needs, children may not behave appropriately towards their peers with special needs. In addition, the distribution of the sociometric tests to the children of the Scottish case studies, and the way the children filled them in, supported the inferences which arose from the observation. First of all, some children with SENs (i.e., Laura and Samantha) required to think carefully in order to fill in their sociometric test, and, therefore, they did not respond spontaneously, which can be interpreted as evidence of the fact that they did not have any special friend in their classroom.

From the results of the sociometric tests it emerged that, except for Emma who appeared to have a high sociometric score, all the other children with SENs of the Scottish case studies had a very low sociometric status score (see appendix 12 for detailed results).

5.4.3. Parents of children with SENs

In this subsection reference is made mainly to the Scottish case studies, since in the Greek case studies no interviews with the parents took place and no information from children's files existed, since in no case was there official assessment of the special educational needs of the children.

5.4.3.1. Awareness of parental rights

Although in the Scottish educational system parents have a lot of power in deciding about the learning support of their child, it appeared that some Scottish parents were not aware of their rights and they did not do all they could do for getting support for their child (e.g. Laura's parents). Conversely, parents who knew their rights and asked officially for extra learning support for their child got it (e.g. Emma's, Jack's and Michelle's case). In other words, it appeared that other parents knew very well their rights and they made very good use of them by asking for assessment of their children and provision of extra support, while others seemed to ignore their rights, and, although their children needed extra support, they did not initiate the appropriate procedure for obtaining it. Moreover, it appeared that not all the Scottish parents were aware of the meaning of 'referral' and of what the job of an educational psychologist involves (e.g. Laura's and Jack's parents), and so they reacted negatively when the classroom teacher and the head teacher asked them to give their approval for referring their child to the psychological services.

It is also interesting that some parents in the Scottish case studies wanted their children integrated in the ordinary school even if they knew that they would always be 'behind' the other children academically (e.g. Laura's and Michelle's case).

In Greece, on the other hand, parents have the right to decide, if they like, to send their child to an ordinary or to a special school. However, if they decide to choose the ordinary school, there is not any guarantee that the appropriate extra support will be provided, and they cannot do anything about that.

5.4.3.2. Parents' relationships with their children

From the Scottish and Greek case studies it appeared that the family environment can alleviate or strengthen the learning or behaviour difficulties of the child. For example, in Jack's case, his learning difficulties and behaviour problems seemed to be strengthened by his mother who could not accept him as he was. Moreover, a delay in the identification of children's learning difficulties may influence parents' relationships with their children, since they may consider them to be lazy and indifferent, as happened in Jack's case.

5.4.3.3. Parents' relationships with teachers and support services

For most of the cases which were studied in Scotland and Greece there was a lack of sufficient co-operation between teachers and parents (e.g. Samantha's and Anna's cases). In addition, in one of the cases of children with SENs problems in the communication between parents and teachers were reported (e.g. Laura's case) and the parents considered that there were 'barriers' between themselves and their children's teachers. However, it should be mentioned that in Scotland the climate of co-operation between parents and teachers differs from school to school. For example, that climate was quite different in Laura's previous and current school.

5.4.4. Systemic issues

5.4.4.1. School environment (classroom environment, educational material, equipment)

It emerged from the observation that the classroom and, generally, the whole school environment is different in Scotland and Greece. While in Greece the primary classrooms are more or less 'empty and cold', in Scottish schools the environment is in most cases pleasant, full of modern educational material and equipment. That environment seems appropriate for children with SENs, because it makes them feel in a 'family' warm environment with many stimuli and activities (e.g. cooking, swimming, painting, craft-work, cross-country dancing, watching educational films on TV, working at the computer, either dealing with educational computer-games or using it as a word processor, etc.) in some of which they can perform very well and, therefore, they can feel more self-confident and happier children in the school.

However, in Scotland the teaching environment where children with SENs are integrated may differ very much from school to school, even if the schools belong to the same education authority. For example, while in Samantha's case there was not the appropriate educational environment for helping children with SENs, since there was inadequate educational material

and lack of teachers' interest, in Michelle's case study there was a very warm and interested environment for the child with SENs. Actually, that case study is considered a successful case of integration of a child with SENs in an ordinary school. That happened mainly because, in addition to the nice school environment:

- (a) the classroom teacher was interested and skilful;
- (b) there was the appropriate support for Michelle and co-operation existed between all the people who helped Michelle, and
- (c) there were many stimuli and opportunities in the school for Michelle (e.g. working at the computer, playing the keyboard, knitting, swimming, etc.).

From the case studies it appeared that smaller schools and 'family environment' style classrooms can better serve children's special educational needs. However, reservations were expressed by some teachers and parents of the case studies about the extent to which children with SENs will be able to cope and to be helped in secondary state schools, since such schools are normally very big, with fairly large numbers of pupils in every classroom, and a lack of sufficient learning support and individualised attention. Because of all these disadvantages some parents seemed to prefer private schools (e.g. Emma's and Jack's parents).

However, a very pleasant school environment and adequate educational material do not guarantee successful implementation of integration, as can be inferred from Laura's case, who was not integrated socially or academically, although she was in such an environment.

On the other hand, the Greek classrooms are more or less 'empty and cold' and the whole school's environment is deprived of stimuli and activities of the 'everyday life' and it makes children with SENs feel unhappy in school as they do not have the opportunities to deal with something they like and they can manage. In the best case a Greek classroom may have some children's drawings pinned on the walls, some geographical maps and a few books - when and where a book case exists. Even the special classes -where they exist- are very small, and there is not a variety of specialized material. In addition, no resource centres exist, from where classroom teachers and special teachers could borrow specialized material, while in Scotland such centres give valuable help to learning support teachers.

5.4.4.2. Class size

In the majority of Scottish and Greek schools there are many children (25-30) in every classroom, which was considered by both Scottish and Greek teachers a disadvantage for the successful implementation of the integration of children with SENs. The teachers commented that with so many children in their classroom it was impossible for them to pay

adequate individual attention to the children with SENs. Moreover, all the Scottish teachers and some of the parents who were interviewed stressed the importance of the small classes for the successful implementation of integration.

5.4.4.3. Curriculum / teaching methods in Greek schools

From the description of the Greek case studies, it appears that the successful implementation of the integration of children with SENs in ordinary primary state schools is hindered mainly because of problems within the whole educational system. First of all the existence of the same curriculum for all the children of the same age in all the Greek schools cannot definitely meet the needs of all the children. The fact that the teachers are obliged to follow this curriculum step by step puts on them pressure of time and does not give them the flexibility to differentiate their teaching to meet children's different needs. Furthermore, the whole class teaching, which is the prevailing teaching method in Greek schools, can only meet the needs of the 'average' child, but not the needs of children with disabilities. In addition, because of the whole-class teaching and the centrally administered curriculum in Greece, children with SENs may have the 'stigma' that they cannot cope with something the other children can do.

5.4.4.4. Identification of SENs

For most of the Scottish and Greek cases there was a lack of immediate reaction to learning problems. Scottish parents of children with SENs expressed the opinion that the educational system did not help them to realise early the learning difficulties of their children. From the interviews with some parents it appeared that this happens because:

- (a) Scottish teachers do not have many expectations from children in the first classes of primary school; they consider their learning difficulties at that stage temporary and they attribute them to the immaturity of the children; and
- (b) in some schools the teachers of the first classes of primary school do not give children homework, so the parents do not have the opportunity to be aware of the progress, or the learning difficulties, of their children.

From three case studies (i.e., Laura's, Jack's and Michelle's cases) it appeared that the parents of children with SENs can feel surprised and angry when they are not informed about their children's SENs in time, i.e., when the needs first appear. It seems that the early awareness of parents about their children's learning difficulties is related to the teachers' and head teacher's interest, and the frequency and 'openness' of the teachers'-parents' meeting.

Moreover, from the case studies it appeared that Greek teachers use the term 'developmental (mental) disability' and 'mental retardation' very easily without this being based on an official

assessment, since in Greece there is not an official system for identification and referral of children with SENs who study in ordinary schools. Therefore, the Greek teacher appears to be the only one who identifies children's needs, although he/she lacks both the training for doing so and information about the family history of the child with SENs.

5.4.4.5. Issues related to referrals in Scotland

It appeared from the case studies that the criteria for referring children differ from school to school and from teacher to teacher. For example, in her previous school Samantha had been referred for behaviour problems, and she received learning support from the learning support teacher, while in her current school there were children in her classroom with very serious behaviour problems and learning difficulties who were not referred and did not receive learning support. Another example which supports the above statement is the fact that Emma received learning support while other children in her classroom with more serious problems did not. The main factors which seemed to influence the decision for the child's referral and the provision of extra support were:

- the insistence of the parents on obtaining extra support for their children;
- the hours for which the learning support teacher works (i.e., part-time or full-time basis);
- the number of children in the classroom who present learning difficulties; and
- the evaluation of children's needs which was done in the first stage by the classroom teacher.

It seems, therefore, that there are not clear criteria and guide-lines concerning children who should be referred.

From the case studies behaviour and emotional problems appear to be considered as a very sensitive area of SENs in Scotland. First of all, usually there is disagreement between parents and teachers and even between teachers themselves about characterising a child as one with behaviour and emotional problems, as was realised in the stage of selection of the sample of children who would participate in the case studies. In the present study it was not possible to gain parents' agreement for observing two cases of children referred for behaviour problems, because it appeared that the relationships of those children's parents with the teaching staff and the psychological service were not good and they did not accept that their children had a real behaviour problem. A similar behaviour was displayed by Jack's parents: when they were told that it would be good for their son to be referred, they gave a negative reaction because they thought that he would be referred for behaviour problems. However, they agreed to refer him when it was clarified that the reason was to help him with his learning difficulties.

In addition, behaviour problems are treated in a very different way by different teachers. For example, in Samantha's case, her previous teacher paid too much attention to her behaviour, while her current teacher had not referred any child for behaviour problems, although there were many children with serious behaviour problems in the classroom, and he showed indifference towards these problems. Moreover, from Samantha's case it appears that the support which is offered to children who have been referred for behaviour problems is not always adequate.

5.4.4.6. Support services

When they were interviewed, all the teachers who appeared positive towards the idea of integration of children with SENs in ordinary schools stressed the importance of support services for the successful implementation of such a policy. In Scotland some parents and teachers when interviewed expressed the opinion that the support provided by the learning support teacher to their children was not considered sufficient. The fact that most support teachers work part-time was criticized by parents and teachers. Parents and educational psychologists expressed the opinion that frequent short meetings of children with SENs with the learning support teacher are preferable for children with problems of concentration, and children who tire easily when they work on language and maths (e.g. the cases of Emma and Jack).

On the other hand, in no Greek case of children with learning difficulties were the special educational needs of the children sufficiently met, mainly because of the lack of the appropriate support, since in Greece, except for the special teacher and the school adviser, there are no other support services for children with SENs. Even the quality of the help which is offered by these two agencies is doubtful. It is worth mentioning that in no Greek case study did the teachers appear to obtain valuable help from the school advisers for the treatment of their pupils' special educational needs. Moreover, it has to be taken into account that there are no special classrooms and, therefore, no teachers of special education in any ordinary Greek school. In addition, the school advisers of special education are very few for the needs they have to cover (see the first chapter about special education in Greece) and it can be understood that they do not have the time to visit and support sufficiently all the teachers who have children with SENs in their classroom. Consequently repeating the same class is often considered in Greece to be a method for helping children to 'fill in the gaps' and to catch up, when they are integrated in ordinary schools (e.g. it was recommended that Kostas repeat primary one, and Heleni had already repeated one class).

Moreover, the support of the children with SENs in Greece often takes place outside the school environment and in many cases privately, i.e. the children with SENs are helped either by their parents (i.e. in Katerina's case), or by private teachers at their home (i.e. in Kostas' case). Of course, this has to do with the financial situation of the children's families and the sensitivity of children's parents about their special educational needs.

From my personal experience as an observer, I also saw that Greek teachers do not feel at ease when they have somebody else in their classroom. This feeling may influence their attitude towards co-operative teaching and the presence of an auxiliary in the classroom (and, of course, their attitude towards participation in research studies which involve classroom observation).

Finally, from the case studies it appeared that the educational psychologists in Scotland and the school advisers in Greece did not recommend to the classroom teachers specific, practical ways in which they would be able to deal with children with SENs from the social and the academic aspect.

5.4.4.7. Teachers' training

In both the Scottish and Greek case studies it appeared from the observation and the interviews that the teachers were not adequately trained to deal with children with SENs. Furthermore, some Scottish and Greek teachers, when they were interviewed concerning their initial training, disagreed with the idea that dealing with children with SENs was part of their job stressing that they had been trained to teach 'normal' children. Therefore, it seems that the teachers' concept about their job is very much influenced by their training. Consequently, a change in their training could help to change their attitude towards integration of children with SENs in ordinary schools.

The following chapter, which reviews the present study, will also place emphasis on teacher training as an important factor which can influence teachers' attitudes.

CHAPTER SIX

REVIEW OF THE STUDY - RESULTS - RECOMMENDATIONS

In this final chapter the research purposes and the research procedures of the study are reviewed. The strengths and the limitations of the study are stressed and the main results are described. Then the major issues which emerged from the results of the quantitative and qualitative analysis are discussed and some recommendations (a) for influencing positively teachers' attitudes towards integration and (b) for the successful implementation of integration are made. Finally, issues for further investigation are proposed.

6.1. Review of the study

In the present study Scottish and Greek teachers' attitudes towards integration of children with SENs in ordinary schools were investigated. This research issue was considered one of great importance because:

- classroom teachers can play a 'key role' in the successful implementation of integration; therefore, their opinions and attitudes towards such a policy should be taken into account by the administrators of education; and
- the attitudes of primary teachers who come from two different contexts can be compared and the factors which influence these attitudes can be highlighted.

The pilot study took place during the academic year 1989-90 and the fieldwork for the main study was conducted during the academic year 1990-91. Primary teachers in Scotland and Greece responded to a questionnaire which was distributed to them. Moreover, qualitative methods (i.e., observation and interviews) were followed to gather data for the composition of ten case studies of children with SENs (five in Scotland and five in Greece) who were integrated in ordinary schools.

6.2. Strengths and limitations of the study

The strengths of the study can be summarised as following:

- (1) The present study is a cross-cultural study and gives the opportunity of comparison of attitudes of primary teachers who belong to two different cultural and educational contexts. The fact that Greece is taking to its first steps of implementation of the policy of integration, while Scotland has begun much earlier can give to the former the opportunity to learn from the successful and unsuccessful efforts of the latter.
- (2) Also the fact that this study focuses on teachers' attitudes and opinions about integration can also be considered as a strength of the present study, since teachers' opinions and attitudes are not always taken into account by the administrators of education, when changes are planned. Therefore, this study derives from the rationale of a 'bottom-up' approach to change which supports the opinion that, since teachers are the ones who will make change happen, their attitudes and opinions are valuable and should be taken into account.
- (3) Using qualitative research methods is also considered a strength of the present study. The semi-structured observation in the classrooms where children with SENs were integrated and the semi-structured interviews with teachers, children with SENs and their parents give the opportunity to see 'the actor's perspective' (Corrie & Zaklukiewicz, 1985) and to gain a sense of the factors within each educational context which might influence primary teachers' attitudes towards integration.

On the other hand, it must be said that the present study had some limitations which derived from the existence of differences between the two educational contexts. These limitations had mainly to do with the fact that the two educational systems differ significantly concerning

- the availability of support services (in Greece the existing support services are limited, while in Scotland there is a great variety of support services);
- the teaching methods which are followed (in Scotland more group teaching takes place, while in Greece only whole-class teaching takes place);
- the degree of awareness and sensitivity which exists concerning the importance of educational research; and
- the existing procedures of identification and assessment of special needs.

All these contextual conditions influenced the design of the research study, i.e., it was impossible to follow the same observation plan in Scotland and Greece, and it was very difficult to have interviews with Greek teachers, children with SENs and parents, and to have access to children's files in Greece. Therefore, much less data were gathered in Greece compared with Scotland.

6.3. Results

From the quantitative data of the questionnaires it appeared that the general attitude of Scottish teachers was slightly more positive than that of Greek teachers, who, nevertheless, seemed more positive than one might have expected. However, the majority of the questionnaire respondents associated their responses with the necessary co-existence of certain factors which are listed in the next paragraph.

The main factors which appeared to influence Scottish and Greek teachers' responses concerning their attitude towards integration and the extent to which integration can be successfully implemented were:

- the nature and quality of their initial and in-service training;
- the support which is provided to teachers in terms of advice, support staff and appropriate material;
- class size; and
- the degree and the type of disability.

Additionally, Greek teachers' attitudes towards integration and their success in teaching children with SENs seem to be very much dependent on the structure of the classroom and the whole educational system. It appeared that the whole Greek educational system does not provide the appropriate conditions for the successful integration of children with SENs in ordinary schools. The main factors which hinder the successful implementation of the policy of integration in Greece are:

- the conceptualization of special educational needs;
- the centrally administered curriculum;
- the whole-class method of instruction which is currently followed by the Greek teachers; and
- the lack of the appropriate educational environment and material.

6.4. Discussion of some important issues which emerged from the present study.

In this last part of the thesis important issues which emerged from the present study are discussed and recommendations made which might lead to more positive attitudes towards integration and to the successful implementation of that policy. From a structural point of view it is considered better to look first at issues related to Greek teachers' attitudes towards integration and, then, to those issues which are related to both Scottish and Greek teachers' attitudes towards that policy.

6.4.1. Issues related to integration of children with SENs in ordinary schools in Greece only.

This sub-section refers to aspects related to the integration of children with SENs where Greek teachers may be able to learn from the experience of the Scottish teachers.

The Greek Ministry of Education, influenced by the contemporary psycho-educational and social imperative for integration of children with SENs in ordinary schools, has published some circulars where the importance of this educational policy is stressed (see chapter one). As the director of the Department of Special Education of the Ministry of Education states:-

...the school integration of children with special needs constitutes the main target of our educational policy.

(Nicodemos 1992, p.18).

However, the present study showed that this move towards integration in Greece is only 'theoretical'. In practice, there are no clear guide-lines published by the Greek Ministry of Education to suggest to classroom teachers appropriate ways of teaching children with SENs. Definitely, 'love' and 'understanding', which are recommended in some Greek circulars as important teachers' qualities for treating children with SENs, can help their social integration in the ordinary classroom, but these qualities by themselves are not sufficient to ensure their academic integration. So, as the present study showed, the SENs of most Greek children who are integrated in ordinary schools are not met but 'covered' or 'hidden'.

In addition, the 'deficit model', which considers special needs in terms of weaknesses which are within children, and the 'categorisation of handicap' still prevail in Greece. As Nicodemos (1992, p.12) recognizes,

The change of attitude and behaviour towards children with special needs... unfortunately does not constitute a general characteristic of the whole [Greek] society, and in some specific cases does not constitute a characteristic of parents and teachers.

Therefore, as has happened in Britain, in Greece a 'paradigm shift' (Thomson & Lawson, 1988) in the conceptualization of special needs should take place. Also in Greece it needs to be recognised that school failure may be caused as much by faults in the curriculum or the ways in which it is delivered as by the limitations resulting from child's disability, and that handicap is not a necessary consequence of the disability itself but results from the interaction of the disability and the insensitive environment.

It is not accidental that disabled people are very rarely seen in the streets in Greece. It does not mean, of course, that people with disabilities do not exist in Greece. Rather they are all labelled and stigmatised by their disabilities and isolated in their home or in 'special' institutions. The opportunities for them to 'move' in the 'ordinary' world, to enjoy life and to develop their full potential are missing and dependent only on the 'good will' of their relatives who usually feel ashamed of them. By contrast, in Britain one can see an absolutely different attitude of the state and the society towards these people. Many British public buildings and also some means of transportation are appropriately designed for the access of the physically disabled. Moreover, the State provides benefits in order to compensate people with disabilities, and gives them certain opportunities to develop their potential.

Therefore, it seems that in Greece a change of attitude of the whole society towards people with special needs is required, and facilities should be provided for these people and opportunities which will help them to develop their full potential. It is considered that the mass media can have far-reaching effects on public awareness and attitudes towards special needs and can help the dissemination of information to parents, teachers and society about identification of and provision for those needs.

The positive attitudes toward disability should also be inculcated in the school. The successful implementation of the integration of children with SENs in ordinary schools can reflect and create positive attitudes towards disabilities. For this to happen in Greece, teachers' perception of their role should change. The 'Napoleonic style' centralised educational system in Greece emphasises the inculcation of an agreed body of knowledge as the main teachers' role. However, teachers should not only be concerned with the transmission of a body of curriculum knowledge but they should be more child-centred and concerned with orienting their teaching towards the personal needs and interests of their pupils. In other words, as happens in Scotland, the whole Greek educational system and

Greek teachers should begin viewing pupils as individuals; not in the 'mass'. It has to be understood that all pupils need to be catered for and not only those of 'average' ability and attainment. Moreover it must be realized that equality in education does not mean that all pupils are taught the same subjects in the same way. Equality in education should be viewed as equal opportunity for children to develop their full potential.

In order to meet SENs the Greek educational system needs to be decentralized. More autonomy and training should be given to Greek teachers in order to enable them to cater for the SENs of the children in the classroom. Furthermore, flexibility should be offered to teachers to decide about the curriculum, the teaching methods and the school books they are going to use for meeting all children's needs. The curriculum should also be enriched with more activities related to everyday life, which can benefit all the children (i.e. cooking, craft work, etc.).

As far as teaching methods are concerned, from the observation in Scottish classrooms it appeared that the methods of teaching children in groups can better meet individual needs, can make children feel more happy and satisfied working at times co-operatively with others, and can save more time for the teachers to teach children with SENs individually. This finding indicates that the adoption of such methods by Greek teachers might make an important contribution to the better teaching of all Greek pupils and especially those with SENs.

In addition, the appropriate educational environment and material should be provided in Greek schools for all children and especially children with SENs to be stimulated and to develop their creative thinking. For example, as in Scotland, at the very least a bookcase full of interesting stimulating books should exist in every Greek classroom. Changes should also happen in Greece for Greek classroom teachers to receive the appropriate support in terms of advice and training (see following section).

Finally, as it became clear from Greek teachers' responses to the questionnaire, in Greece 'considerable' and 'major' changes in the every day classroom routine should take place. However, it is considered that these changes would 'benefit all the children' and not only the children with SENs (Daunt, 1991, p.139).

In addition, Greece can be helped very much by the programmes of the European Community. Daunt (1991, p.141) stresses the fact that the European Community should face up to the fact that Greece and Portugal need particular help in developing their systems of special education and within that their development strategies for integration, and he comments:-

...The Commission already possesses the two essentials to ensure that a cost-effective programme of technical assistance in favour of these two countries could be mounted - that is the experience of how such a programme should be designed and the contacts with experts in other member countries.

6.4.2. Issues related to the integration of children with SENs in ordinary schools in both Scotland and Greece.

The issue of definition, identification and assessment of SENs appeared in the present study to be crucial for the expression of teachers' attitudes towards integration, and for the procedure of meeting children's needs. From the questionnaire of the pilot study, where a definition of SENs was not included, it appeared that both Scottish and Greek teachers were uncertain about the meaning of this term. Therefore it is considered that in both Scotland and Greece a clear generally accepted definition of special educational needs, and clear guide-lines about the children who should be referred for receiving extra support should exist. Closely associated with this issue is the fact that different criteria for referring children seemed to exist in different schools in Scotland.

Moreover, from the present study the issue of early identification of SENs emerged, and it appeared that appropriate training of teachers in identification of SENs, and co-operation between classroom teachers and parents can be very important factors which can help towards this end. As Merry (1989, p. 406) stresses,

Widespread recognition of the crucial importance of identifying and helping young children with SENs as early as possible, is one reason for increasing co-operation with parents.

It also appeared that Scottish parents are not in all cases provided with all the information they require concerning the procedure of seeking extra learning support for their children. As Riddell et al. (1990, p.108) commented, drawing evidence from the results of their study:-

...it would appear that in the arena of special educational needs the government's objective of decreasing the power of education authorities and professionals and increasing the power of parents, envisaged as consumers, has not entirely succeeded.

Therefore both in Scotland and Greece parents need to be aware of their rights. Attendance of presentations organized by the education authorities in Scotland and by the local authorities in Greece and relevant leaflets can help parents to identify their children's needs early and to help them in the best way. With reference to the identification of the SENs of children who study in the Greek ordinary schools it appeared that the medico-pedagogical services should not only serve those children who attend special schools but they should

also be related to ordinary schools. This of course implies that these services should be better organised and should develop links with the state schools. As in Scotland where every psychological service is supposed to cover the needs of the children of the state schools of a certain area, so in Greece something similar should happen with the medico-pedagogical services. The classroom teachers should co-operate with the educational psychologists of these services when they are uncertain about meeting the needs of children in their classroom, and psychologists should watch the progress of the referred children visiting the schools from time to time. Also, a system of referral and recording should be established in Greece for the provision of extra help to children who need it, and teachers, parents, educational psychologists should co-operate for meeting children's SENs.

Moreover, national guide-lines are required in both countries concerning whether a child should be integrated or not. (In Scotland the success of integration should not only depend on the interest and the resources of each education authority).

In both Scotland and Greece it appeared from the present study that more time for individualized teaching should be given to children with SENs. Teaching children in groups, small number of children in the classroom, and the appropriate teacher training appeared to be important factors which can contribute to meeting this need.

The development of special educational curricula for children with SENs is also required in both countries. As Nicodemos (1992, p.21) comments:-

The development of special curricula for children with temporary or permanent educational needs is neither luxury, nor waste of money, or vain effort or charitable concession, but need, duty and human right. Human right which derives from the acknowledgement of human value and dignity which has been ratified by the declarations of international organisations (U.N.O. - UNESCO - E.C. - Council of Europe). Duty which is imposed by the respect to the principles of the democracy, social justice and humanism. Need which stems from the intention of development of the full potential of all the citizens for participation in economic and social life.

The opinion that with big classes and lack of back up services integration is impossible, was expressed during the interviews by almost all the Scottish teachers. It seems, therefore, that the reduction of the class size and the provision of appropriate support for teachers in terms of advice, support staff, and appropriate material should take place.

The availability of the appropriate support for the classroom teachers was also a major issue which emerged from the present study. The majority of teachers who responded positively to the idea of integration of children with SENs in ordinary schools commented they did so with the condition that the appropriate support is provided. Similarly, the majority of Greek and Scottish teachers responded positively to the statement that the policy of integration has only

advantages when the appropriate support is provided. Moreover, the lack of the appropriate support can partially explain the following results of this study:-

- 46 per cent of Greek teachers compared with 19 per cent of Scottish teachers stated that at least one child for whom assistance was needed but not provided existed in their school;
- the majority of both Scottish and Greek teachers doubted that the policy of integration can have educational advantages for children with SENs; and
- the majority of Greek teachers did not appear positive towards the statement that the advantages of integration are more than the disadvantages.

From the factual information which was provided by the teachers about the support services and the evaluation of these services, it appeared that in Greece there is little -if any- support, while in Scotland there is a variety of support services, not all of which are considered by the Scottish teachers to be satisfactory. Comparison between two similar support services, i.e. the learning support teachers in Scotland and the special teachers in Greece showed that while the latter teach children with SENs by means of withdrawing them from their classroom environment, the former, apart from the method of withdrawal, also teach these children in their classroom environment, sometimes in co-operation with their classroom teacher.

Taking into account the fact that - apart from school advisers who do not have specialized knowledge, and therefore can not help significantly teachers in meeting the SENs of their children - there are not other support services in Greece, it is considered that the employment of special teachers in some Greek primary schools is a good start for supporting classroom teachers for teaching children with SENs. However, some changes should take place for that support service to work properly.

- First, the special teachers should have the appropriate theoretical and practical training for working with children with SENs. Although 'love' and 'understanding' are very important teachers' qualities for teaching children with SENs, these qualities are not sufficient for teaching these children successfully. Therefore the Ministry of Education should train properly the teachers it employs in the special classes of the ordinary schools.
- Consultation and co-operation between the special teachers and the classroom teachers are necessary for the continuation in the ordinary classroom of the method and teaching program which is followed in the special classroom.
- One special teacher should be appointed in every primary ordinary state school. This recommendation is consistent with the fact that Greek teachers considered the provision of a special teacher as an essential feature of school organization for facilitating

integration. The employment of peripatetic visiting support teachers can be a short term solution for schools where a special teacher is not employed. These teachers can give advice and assistance to classroom teachers for meeting children's SENs. Moreover, classroom teachers who also have qualifications in teaching children with SENs but are currently working as ordinary teachers, can play an advisory role for classroom teachers, when a special teacher is not appointed in their school.

- Apart from the direct help that special teachers give to children with SENs, they should play the role of consultants for classroom teachers, since 'the function of a support service is to assist the school in its task of catering for all pupils, not to act in its place' (Moses et al., 1988). Of course to be efficient in such a role they should receive the appropriate training which will enable them to assess children's needs and to create the appropriate programme for meeting the SENs of these children in the school. They can also be the directors of school based seminars and workshops which can help teachers to understand better, and to meet, children's special educational needs. Furthermore, they should communicate and co-operate frequently with the parents of those children to ensure that they also contribute to the programme for school and social integration of their child. In other words, in Greece special teachers are required to play the role of an educational psychologist, since they appear to be the only support service which can really help teachers in meeting children's needs.
- The special classrooms which are established in ordinary schools should be equipped with the appropriate material for teaching children with SENs. In addition, Teachers' Resource Centres, from which special teachers will be able to borrow educational material, and similar to those found in Scotland, should be established in Greece .

In Greece a climate of co-operation should be established between classroom teachers , special teachers, school advisers, parents and the support services which are established in the medico-pedagogical services. As Merry (1989, p.408) stresses,

New ideas about special needs education imply closer co-operation between teachers themselves as well as between professionals outside schools.

As was noted earlier, in Greece the service of the school advisers does not appear to be very helpful to teachers. It is considered that school advisers should have the qualifications of the educational psychologist in order to be able to help classroom teachers substantially in meeting the needs of all the children in the classroom. School advisers can also help in the dissemination of information concerning ways in which children's SENs should be met. In addition in Greece more 'school advisers of special education' should be employed, and they should be responsible for a manageable number of schools.

As far as the support services in Scottish schools are concerned, the assistance of the learning support teachers was considered helpful by the majority of teachers. However, from the interviews with Scottish teachers and parents of children with SENs it appeared that most support teachers work part-time and the time they give to children with SENs is not adequate. Therefore, they should be employed for more hours in order to be able to help more children with SENs.

It also emerged from this study that educational psychologists and principal support teachers in Scotland and school advisers in Greece should give practical guide-lines to teachers to help them to identify and meet children's SENs in the ordinary classroom, i.e. they should recommend to teachers not only 'what' they should do but also 'how' they should do it.

In consideration of the issue of training for teaching children with SENs, from both the quantitative and qualitative data of the present study, a major factor which appeared to influence strongly Scottish and Greek teachers' attitudes and behaviour was the lack of sufficient initial and in-service teacher training in special education. The quantitative analysis showed that only one third of Scottish and Greek teachers had attended one or more courses in special education during their initial training and only very few teachers had attended at least one in-service course or seminar in special education. Some Scottish and Greek teachers commented in the questionnaire and the interviews that they had been trained to teach 'normal' children, and, therefore, they did not consider it as part of their job to deal with children with SENs. The lack of sufficient training was also one of the main factors which influenced Greek teachers' attitudes towards children with developmental (intellectual) disabilities, and both Scottish and Greek teachers' opinion about their success in meeting the SENs of the children in their classroom. In addition, the fact that in Greece children's educational needs are 'covered' and not met in most of the cases, and that repeating the same class is the only way to help children who fail to make progress, can be partly understood 'in terms of gaps in teachers' professional skills and knowledge' (Bowman, 1986).

Therefore, it appeared that both Scottish and Greek teachers need sufficient training for raising their awareness on issues of SENs and to improve their skills for meeting the SENs of their pupils. As Papakonstantinou (1984, p.17) states:-

...the success and the effectiveness of the educational action is mainly dependent on the 'kind' and the 'quality' of teachers' training.

In the present study the majority of Greek and Scottish teachers seemed willing to receive further training on issues related to special educational needs, and recognized the value of training which includes theory and practice. Since teachers' initial training appeared to

influence significantly teachers' perception of their teaching role, it seems that appropriate pre-service and in-service training may be a 'key' factor which can modify teachers' negative attitudes towards integration and can remove their doubts about the social and educational advantages of such a policy.

Merry (1989, p.409) states:-

*If children with SENs are no longer to be seen as a tiny, clearly identifiable minority group, and if many of those who would previously have been seen in that way are now being integrated into ordinary school, it follows that all teachers will need to become 'special needs teachers'.
...such changing roles will clearly carry implications for training both class teachers and specialist teachers at both initial and in-service levels.*

The value of teachers' training courses which include both theory and practice was stressed by the majority of both Scottish and Greek teachers in the present study. Such a training can influence the 'cognitive' and the 'behavioural' components of teachers' attitudes (Guskin, 1973).

The theoretical part of these courses should refer to the rationale for the introduction of the policy of integration of children with SENs in ordinary schools, and the social and educational benefits that such a policy can have for children with SENs and the other children. Moreover the 'paradigm shift' in the conceptualization of special educational needs should be stressed in such courses. Information about different special educational needs should also be provided for classroom teachers.

In addition, the present study showed that teachers need training which includes both theory and practice on the following issues:

- Identification of SENs (as indicated earlier clear guide-lines should be given to teachers about the children who are considered children with SENs, and, therefore, should be referred so that they receive extra support);
- Teaching methods and teaching skills for meeting the needs of all the children in the classroom (differentiation of teaching); development of teachers' skills and competencies that will facilitate the academic and social integration of children with SENs;
- Training in individual teaching methods (this was considered by teachers in another cross-cultural study (Bowman, 1986) as the most important form of help);
- Development of individualized curricula for children with SENs;
- Co-operative teaching and co-operation with colleagues. (Greek classroom teachers especially should be trained in collaborative skills in order to be able to

co-operate with the 'special teachers' through consultation, co-operative teaching and in-service training. This necessarily presupposes that special teachers also have the appropriate training to be involved in such activities.)

- Co-operation with parents. (From the case studies it appeared that there is little communication between classroom teachers and parents. It is considered that, especially in Greece, teachers should create a climate of confidence and understanding in their relations with parents. The educational psychologists who are more accustomed and experienced in their communication with parents should recommend to teachers ways in which they can improve their relationships with parents.)
- The social advantages of integration for the other children and ways in which teachers can prepare the other children for accepting their peers with SENs and for helping the socialization of children with SENs. (Both Scottish and Greek teachers agreed that preparation of other children for accepting their peers with SENs is necessary);
- Practical ways for motivating children with SENs;
- Stressing of the importance of 'core teachers' qualities' (i.e. teachers' enthusiasm and love for their job, general competence, patience and sense of humour, showing a sympathetic approach to all the children and especially to children with SENs);

Among other ways of provision of such training to classroom teachers, organized workshops at a local level can help teachers to communicate their opinions and their experience in integrating children with SENs. In addition, programmes organized by the European Community can develop links between different European countries for the exchange of information and experience in meeting SENs. As Daunt (1991) stresses, there is a great deal of useful mutual learning on the implementation of the policy of integration to be gained from a European Community programme of exchange and co-operation because 'there is enough unity of purpose to make exchange possible and enough diversity of approach and strategy to make it profitable'. Taking advantage of the E.C. scheme teachers can learn from collaborative work and exchange of successful teaching methods and programmes. For example, the HELIOS (Handicapped People in the European Community Living Independently in an Open Society) programme comprised 21 'local model' activities which took place in different countries and shared the same overall aim: the largest possible integration of disabled children into ordinary schools.

6.5. Proposals for further research.

In this section some issues concerning

- (a) attitudes towards integration of children with SENs in ordinary schools, and
- (b) the implementation of this policy

appeared from the present study to need further investigation:

- From the present study it appeared that Scottish teachers differed from Greek teachers concerning their responses to the integration of children whose learning disabilities were associated with one or more of five wide categories of disabilities (i.e. (a) developmental (intellectual) disabilities, (b) physical disabilities, (c) sensory disabilities (of hearing and sight), (d) behaviour and emotional problems, and (e) problems in speech and language). Further research can examine those teachers' differential response towards cases of children who present different kinds and degrees of disabilities and cover the whole continuum of special educational needs.
- In Greece interviews with children with SENs and their parents can provide valuable information about the way they view integration.
- Further study should be conducted on the social experience of disabled children in ordinary schools, based to a significant extent on interviews with such children and their peers.
- Research is also necessary in effective curriculum development, with particular reference to the needs of children with SENs.
- Teaching methods and classroom organization which can favour the individualization of instruction should also be further investigated.
- In Greece research on how best to introduce new technologies as aids to communication and learning in the ordinary classrooms is required.
- Before in-service training courses in meeting SENs are planned, research should be conducted on how teachers perceive their training needs.
- Another study can possibly examine teachers' recommendations about the ways in which the support services could be improved.

In conclusion, the importance of (a) positive teachers' attitudes towards children with SENs and towards the integration of these children in ordinary schools and (b) the successful implementation of those children's social and academic integration are highlighted in Daunt's (1991, p.193) comment that:

...positive attitudes towards disability practiced in the school community affect two generations at once and so contribute more than any other development can do to the evolution of an adult society in which the rights of disabled people are recognized and the principle of equal value implemented.

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Law 1304/82

Law 1268/82

Law 1566/85

Draft of the Law 5.2.85

Circular C6/143 (12.4.1983)

Circular C6/399 (1.10.1984)

Circular C6/636 (27.11.1986)

Circular C6/ 247 (6.5.1987)

Circular C6/344 (6.11.1991)

Attitudes, a special class of concepts. Attitudes are viewed as mental structures in which affective (which are related to feelings or emotions), cognitive (which are basically informational or intellectual in character) and behavioural (which are described by the specific action tendencies normally associated with a particular concept) components are present in varying amounts. When a cognitive, an affective and a behavioural component cluster around a single object and are relatively enduring, the phenomenon is described as attitude.

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developmental (intellectual) disability, severe, longstanding condition which significantly limits normal functioning. In the USA the term has legal status; a person who is developmentally disabled is entitled to certain services. Originally people with developmental disabilities were assumed to be found among those suffering from mental handicap, or neurological conditions such as cerebral palsy, autism, etc. but the term has proved difficult to define satisfactorily, some arguing that the condition should be defined by function, not by diagnostic category. Two agreed criteria are that the condition has to appear before maturity, and has to be expected to continue indefinitely.

Reference

- Williams, P. (1991) *The Special Education Handbook*. Open University Press

disability, one of three interlocking terms in special education, the others being 'impairment' and 'handicap'. According to the World Health Organisation (WHO, 1980), 'impairment' refers to abnormality of function giving rise to a 'disability' in terms of functional performance which in turn results in a 'handicap' that is the disadvantages experienced by the individual in interacting with the environment.

References

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educable mentally retarded, EMR, category of mental handicap used in the USA. It is part of a simple educational classification system, distinguishing children who are *educable mentally retarded*, and can be taught in the school system, from children who are *trainable mentally retarded* and *custodial mentally retarded* (see also *mental retardation*).

educationally subnormal moderate, ESN(M), see *mental retardation*

emotionally disturbed / behaviourally disordered, term is used in the USA, equivalent to *emotional and behavioural difficulties*, used in the UK. Both can be regarded as transitional terms, reflecting a move from unsatisfactory attempts to define emotional disturbance to an emphasis on definition via observable behaviour.

Reference

Williams, P. (1991) *The Special Education Handbook*. Open University Press

expectation or expectancy, a conscious or unconscious evaluation which one person forms for another, or of himself, which leads the evaluator to treat the person evaluated in such a manner as though the assessment were correct. Further, he will anticipate that the person evaluated will act in a manner consistent with the assessment (see also *self-fulfilling prophecy*). When the term 'expectation' is used reference is made to a primarily cognitively derived prediction, while, when the term 'attitude' is used, reference is made to a primarily affective reaction. However, both terms are seen as closely related.

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gifted children, children who stand out from their peers by virtue of special talents.

Reference

Williams, P. (1991) *The Special Education Handbook* Open University Press

handicap, see *disability*

impairment, see *disability*

individualization of instruction, refers to the matching of instructional strategies to the individual learner's aptitudes, needs, motivations, learning styles and background. It includes pacing, modification of objectives, and materials, and personalization of instruction.

in-service training, training distinguished from pre-service education of teachers. It refers to training designed to promote professional growth and development while on the job.

Reference

Good, C.V. (Ed.) (1973) *Dictionary of Educators*. 3d ed. New York: McGraw-Hill.

integration, educating children together, whether they have special needs or not, as part of the general principle that those with special needs should enjoy the same opportunities as

the rest of society. The application of this philosophy to education is also known as 'mainstreaming' in some countries.

References

Department of Education and Science (1978) *Special Educational Needs (The Warnock Report)*. London: HMSO

Intellectual handicap, term used in Australia and New Zealand, roughly equivalent to moderate, serious or profound *mental handicap*.

Reference

Williams, P. (1991) *The Special Education Handbook*. Open University Press

learning disability, a term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning or mathematical abilities. A specific learning disability is seen as intrinsic to the child and linked to neurological dysfunction, while a *learning difficulty* (UK term) is seen as a school issue, a mismatch between the child's performance and the curriculum offered. In the UK approach the cause is less important than the cure. In many definitions of learning disabilities the fact of the existence of a discrepancy between achievement and intellectual ability or between achievement and expectation is stressed (Capute & Accardo, 1980; Gearheart, 1981; Kass & Myklebust, 1969).

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Williams, P. (1991) *The Special Education Handbook*. Open University Press

maladjusted, one of the official categories of handicap prior to the passing of the Education Act 1981. It has been largely replaced by the term *emotional and behavioural difficulties*.

Reference

Williams, P. (1991) *The Special Education Handbook*. Open University Press

mainstreaming, see *integration*.

mental handicap, children with mental handicap are more accurately described as children with *learning difficulties*, a term with legal status, used in Education Act 1981. In the USA the equivalent term is *mental retardation*, which is more tightly defined by IQ and adaptive behaviour.

Reference

Williams, P. (1991) *The Special Education Handbook* Open University Press

mental retardation, the USA equivalent of *mental handicap*, defined by the American Association on Mental Deficiency thus: 'Mental retardation refers to significantly sub-average general intellectual functioning existing concurrently with deficits in adaptive behaviour, and manifested during the developmental period'. There is no single cause. Genetic abnormalities, prenatal damage, limited environmental stimulation - one or all these and other factors may be responsible. Two separate classification systems for mental retardation have evolved. The medical /psychological system offers four subgroups, mild, moderate, severe and profound mental retardation, differentiated by IQ levels. The educational system offers two subgroups, educable mental retardation and trainable mental retardation, roughly equivalent to moderate and severe learning difficulties as used in England and Wales.

Reference

Williams, P. (1991) *The Special Education Handbook* Open University Press

normalization, the belief that persons with handicaps should enjoy the same privileges, rights and opportunities as persons without handicaps.

recording, a system of 'recording' of the needs of children with severe, complex or long term disabilities, such as not being able to hear, speak, see, or move about properly, recommended by the Warnock Report (1978). Recording should be carried out by multi-professional teams (teachers, psychologists, social workers, doctors, etc.) having regard to the needs of the whole child, not just those arising from specific disabilities.

self-fulfilling prophecy, the belief that a prediction is fulfilled simply because it is made.

Reference

Rosenthal, R. & Jacobson, L. (1968) *Pygmalion in the classroom*. New York: Holt, Rinehart & Winston.

special educational needs, is a term introduced by the Warnock Report (1978) to refer to a range of difficulties going beyond the old categories of handicap, which the report said should be abolished. The Education (Scotland) Act (1981) defines special educational needs in terms of provision. According to this Act, a child has special educational needs 'if

he has a learning difficulty which calls for special educational provision to be made for him', and a child of statutory school age has a learning difficulty if:

- (i) *he has significantly greater difficulty in learning than the majority of children or as the case may be young persons of his age; or*
- (ii) *he suffers from a disability which ever prevents or hinders him from making use of educational facilities of a kind generally provided for children or, as the case may be young persons of his age in schools under the management of the education authority for the area to which he belongs in accordance with Section 23(3) of this Act; or*
- (iii) *he is under the age of five years and is, or would be if provision for special educational needs were not made for him, likely to fall within sub paragraph (i) or (ii) above when over that age (Education (Scotland) Act 1981, par. 3(1)d).*

As Thomson & Lawson (1988) state, the term 'special educational needs' is used universally and most commonly confined to the population for whom specialized provision is required.

For the purpose of this research study it will be adopted that children and young people are said to have special educational needs, if compared with other children of similar age, they have much greater difficulties in coping with schooling and need some sort of extra help with their education (Scottish Consumer Council, 1989).

References

- Thomson, G.O.B. & Lawson, J.M. (1988) *The Integration of Pupils with Special Educational Needs*. University of Edinburgh.
 Scottish Consumer Council (1989) *In Special Need*.

QUESTIONNAIRE OF THE PILOT STUDY

- 1) I am male ☐ female ☐
- 2) I have been a teacher for ☐ years.
- 3) My age bracket is:
- | | | | |
|---------|--------------------------|-------|--------------------------|
| 20-25 | <input type="checkbox"/> | 26-30 | <input type="checkbox"/> |
| 31-35 | <input type="checkbox"/> | 36-40 | <input type="checkbox"/> |
| 41-45 | <input type="checkbox"/> | 46-50 | <input type="checkbox"/> |
| over 50 | <input type="checkbox"/> | | |
- 4) In my class there are
- | | |
|-------------------|--------------------------|
| under 20 children | <input type="checkbox"/> |
| 20-25 children | <input type="checkbox"/> |
| 26-30 children | <input type="checkbox"/> |
| 31-35 children | <input type="checkbox"/> |
| over 35 children | <input type="checkbox"/> |
- 5) In my class there is at least one child with special educational needs
- Yes ☐ No ☐
- 6) If the answer in the above question is "Yes" specify the precise number of children with special educational needs ☐
- 7) I have undertaken at least one course in special education during my pre-service training
- Yes ☐ No ☐
- 8) I have undertaken an in-service course or post-graduate courses in special education.
- Yes ☐ No ☐

QUESTIONS OF THE SEMI-STRUCTURED INTERVIEWS OF THE PILOT STUDY

- 1) Nowadays a great concern exists about children with special educational needs. As far as you know, which children are included in this category?
- 2*) When was the term special educational needs first introduced and why?
- 3) Do you feel that it is appropriate for children with special educational needs to be placed in your schools? Indicate advantages and disadvantages.
- 4) How would you feel if you had in your classroom a child whose learning disabilities are primarily associated with
 - (a) developmental (intellectual) disabilities
 - (b) physical / orthopaedic disabilities
 - (c) sensory disabilities
 - (d) behaviour disorders
- 5) Do you feel that your knowledge about the psychological, social and physical characteristics of children with special needs is sufficient? In other words, do you feel that you are properly prepared in order to deal with children with special needs who may be placed in your classroom?
- 6) How important is it for you to have specialised knowledge of special needs when dealing with these pupils?
Do you feel a need for any formal training to help you deal more effectively with these pupils? Please specify.
- 7) In the last two years which in-service training courses have been available for you? Which of them have you attended?
- 8) When you have to teach students with special needs, do you feel that you have to modify your teaching approach in any way?
- 9) Which skills do you consider necessary for a teacher, if he/she is to deal successfully with the special needs of his/her students?
- 10) Do you consider yourself successful in coping with the special needs of the students in your classroom?
- 11) Do you think that you receive the appropriate help from agencies in your school or out of it for coping with the special needs of your students? Please specify what kind of help is available in your school.
- 12) Do you find possible the existence of cooperation between "ordinary" teachers and teachers of "special education", and, if "yes", in what way?
- 13) Do you have to recommend other ways for supporting the classroom teachers in coping with the special needs of their students?
- 14) What is the procedure through which a student with severe learning difficulties can be helped?

- 15*) What is the meaning of the terms 'referral' and 'recording' of special needs? Who is responsible for writing them?
- 16) In your opinion, which is the purpose of education?
- 17) What are the aims of your teaching?
- 18) What is your opinion about the team work of students?

* These questions were not applicable in Greek questionnaires.

Dear teacher,

Nowadays the integration of students with special educational needs into ordinary classes has been generally accepted by many developed countries, and various countries have introduced legislation towards this end. For successful implementation of integration the attitudes of class teachers are considered of great importance, but only limited studies of teachers' opinion have been carried out in Scotland.

In answering this questionnaire you will contribute significantly to a study of these attitudes. For this reason could you please fill in this questionnaire in your free time and give it back to me next week, when I visit your school again. Please, feel free to give your own comments in the boxes which are provided in the end of every part of the questionnaire. You do not have to write down your name, and the data of your answers will be confidential.

Your participation will be invaluable for the implementation of this research study.

Thanking you in advance

Maria Theodoropoulou
Registered PhD student
Department of Education
University of Edinburgh

SURVEY OF CLASS TEACHERS' ATTITUDES TOWARDS THE INTEGRATION OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS INTO ORDINARY SCHOOLS

Part A

Please tick or fill in the appropriate box in all of the following questions:

1. I am male ☐ female ☐
2. I have been a teacher for ☐ years.
3. My age is: 20-25 ☐ 26-30 ☐ 31-35 ☐
36-40 ☐ 41-45 ☐ 46-50 ☐ over 50 ☐
4. I am teaching children in primary ☐ class (insert appropriate year).
5. The number of children in my class is:
under 20 ☐ 20-25 ☐ 26-30 ☐
31-35 ☐ over 35 ☐
6. There is at least one child in my class with special educational needs.
Yes ☐ No ☐

(For the purpose of this research study children with **special educational needs (SEN)** are those with complex difficulties in coping with schooling such as require additional help and support).

7. If you answered **Yes** to the above question, please state the number of children in your class with special educational needs. _____

Number of children with special educational needs

Please specify the nature of these **special educational needs** in the box beneath.

--

COMMENTS

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Part B

Please circle one code number for each one of the following statements.

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. I believe that children with special educational needs should be integrated into ordinary schools.	1	2	3	4	5
2. I think that such a policy will have					
(i) social advantages for					
a) the child with SEN	1	2	3	4	5
b) other children in class	1	2	3	4	5
(ii) educational advantages for the child with SEN	1	2	3	4	5
3. I consider that there are more advantages than disadvantages in such a policy	1	2	3	4	5
4. I believe that there are advantages in such a policy, if the appropriate support services are available.	1	2	3	4	5

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
5. I feel that as a regular teacher it is my job to deal with students whose learning disabilities are associated with					
(a) developmental (intellectual) disabilities	1	2	3	4	5
(b)physical disabilities	1	2	3	4	5
(c) sensory disabilities (of hearing and sight)	1	2	3	4	5
(d) behaviour and emotional problems	1	2	3	4	5
(e) problems in speech and language	1	2	3	4	5

COMMENTS

Part C

Please rate each one of the following teaching aims to indicate its importance in relation to your class. Circle one code number for each one of the following statements.

Teaching aims	Not important	Fairly important	Important	Very important	Essential
1. Helping pupils to develop an understanding of the world in which they live	1	2	3	4	5
2. The promotion of a high level of academic attainment.	1	2	3	4	5
3. The acquisition of basic skills in reading and number work.	1	2	3	4	5
4. The acquisition of manners	1	2	3	4	5
5. Helping pupils to co-operate with each other	1	2	3	4	5

Teaching aims	Not important	Fairly important	Important	Very important	Essential
6. The development of pupils' creative abilities	1	2	3	4	5
7. The encouragement of self-expression	1	2	3	4	5
8. The enjoyment of school	1	2	3	4	5
9. To allow each child to develop his/her full potential	1	2	3	4	5

COMMENTS

Part D

A. Please tick the appropriate box in the three following questions

1. I am aware of the time in which the term special educational needs was first introduced.

Yes ☐ No ☐ Uncertain ☐

2. I am aware in general terms of the content of Warnock Report.

Yes ☐ No ☐ Uncertain ☐

3. I am aware of the meaning of the terms

(a) referral

Yes ☐ No ☐ Uncertain ☐

(b) recording

Yes ☐ No ☐ Uncertain ☐

B. Please circle one code number for each one of the following statements.

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. I feel I have sufficient knowledge concerning the psychological, social and physical characteristics of children with special educational needs.	1	2	3	4	5
2. It is very important for a class teacher to have specialised knowledge of special needs, when dealing with children with special educational needs.	1	2	3	4	5
3. I would like to learn more about psychological, social and physical characteristics of children with SEN.	1	2	3	4	5
4. I feel the following skills are essential for a regular classroom teacher in whose class a child with special educational needs is placed					
(a) general competence	1	2	3	4	5
(b) a teacher-directed approach to curriculum objectives	1	2	3	4	5
(c) an child-directed approach to curriculum objectives	1	2	3	4	5
(d) a knowledge of the techniques that are specially designed for children with learning / behaviour problems	1	2	3	4	5
(e) a sound basic knowledge of the psychological, social and physical characteristics of children with special educational needs	1	2	3	4	5
(f) a sympathetic approach to children with special educational needs	1	2	3	4	5
(g) patience	1	2	3	4	5
(h) sense of humour	1	2	3	4	5
(i) organisational skills	1	2	3	4	5

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
5. I think that the appropriate teaching skills for dealing with children with special educational needs can be acquired					
(a) by training which includes theory and practice	1	2	3	4	5
(b) by experience	1	2	3	4	5

COMMENTS

Part E

A. Drawing on your experience from your present school, please tick the appropriate box in all the following statements.

1. My present school has a learning support teacher who assists children with learning difficulties.

Yes ☐ No ☐

2. The learning support teacher works with these children

(a) in their classroom

Yes ☐ No ☐

(b) in the learning support classroom

Yes ☐ No ☐

(c) in their regular classroom cooperatively with the regular teacher

Yes ☐ No ☐

3. My present school is often visited by a peripatetic visiting support teacher.

Yes ☐ No ☐ Uncertain ☐

4. My present school is often visited by a principal support teacher.

Yes ☐ No ☐ Uncertain ☐

5. In my present school there is non-teaching support for children with SEN by auxiliaries without teaching qualifications.

Yes ☐ No ☐ Uncertain ☐

6. At least one of my pupils has been assisted by the learning support teacher or a peripatetic visiting support teacher.

Yes ☐ No ☐
Yes ☐ No ☐ Uncertain ☐

7. I have found this assistance helpful.

8. My present school contains some other within school arrangement for pupils with special educational needs (e.g. small class sizes, parents to assist teachers etc.)

Yes ☐ No ☐ Uncertain ☐

Please specify: -----

9. My present school has integrated into the ordinary class at least one child with special educational needs for whom assistance is required but not provided.

Yes ☐ No ☐ Uncertain ☐

10. Bearing in mind the support services which are currently available in my school, I would place a child with the following characteristics in an ordinary class

(a) developmental (intellectual) disabilities

Yes ☐ No ☐ Uncertain ☐

(b) physical disabilities

Yes ☐ No ☐ Uncertain ☐

(c) sensory disabilities

Yes ☐ No ☐ Uncertain ☐

(d) behaviour and emotional
problems

Yes ☐ No ☐ Uncertain ☐

(e) problems in speech and
language

Yes ☐ No ☐ Uncertain ☐

B. Please circle one code number for each of the following statements to indicate your opinion about existent support services.

1. For children whose learning difficulties are primarily associated with **developmental (intellectual) disability**, integrated into regular classes, I feel that the following support services

	should be introduced	are currently satisfactory	are not needed	are not currently satisfactory
(a) learning support teacher	1	2	3	4
(b) peripatetic visiting support teacher	1	2	3	4
(c) auxiliaries	1	2	3	4
(d) educational psychologist	1	2	3	4
(e) parents to assist class teachers	1	2	3	4
(f) smaller class sizes	1	2	3	4
(g) provision of special material	1	2	3	4
(h) other (please, specify)				
-----	1	2	3	4

2. For children whose learning difficulties are primarily associated with **physical disabilities**, integrated into regular classes, I feel the following support services

	should be introduced	are currently satisfactory	are not needed	are not currently satisfactory
(a) learning support teacher	1	2	3	4
(b) peripatetic visiting support teacher for physically impaired	1	2	3	4
(c) auxiliaries	1	2	3	4

	should be introduced	are currently satisfactory	are not needed	are not currently satisfactory
(d) educational psychologist	1	2	3	4
(e) physiotherapist	1	2	3	4
(f) parents to assist class teachers	1	2	3	4
(g) smaller class sizes	1	2	3	4
(h) provision of special material	1	2	3	4
(i) other (please specify)				
-----	1	2	3	4

3. For children whose learning difficulties are primarily associated with **sensory impairments**, integrated into regular classes I feel the following support services

	should be introduced	are currently satisfactory	are not needed	are not currently satisfactory
(a) learning support teacher	1	2	3	4
(b) visiting teacher for				
i) hearing impaired	1	2	3	4
ii) visually impaired	1	2	3	4
(c) educational psychologist	1	2	3	4
(d) parents to assist class teachers	1	2	3	4
(e) smaller class sizes	1	2	3	4
(f) provision of special material	1	2	3	4
(g) other (please, specify)				
-----	1	2	3	4

4. For children whose learning difficulties are primarily associated with **behaviour problems**, integrated into regular classes, I feel the following support services

	should be introduced	are currently satisfactory	are not needed	are not currently satisfactory
(a) learning support teacher	1	2	3	4
(b) peripatetic visiting support teacher for behaviour problems	1	2	3	4
(c) auxiliaries	1	2	3	4
(d) social worker	1	2	3	4
(e) educational psychologist	1	2	3	4
(f) parents to assist class teachers	1	2	3	4
(g) smaller class sizes	1	2	3	4
(h) provision of special material	1	2	3	4
(i) Other (please, specify) -----	1	2	3	4

5. For children whose learning difficulties are primarily associated with **speech and language problems**, I feel the following support services

	should be introduced	are currently satisfactory	are not needed	are not currently satisfactory
(a) learning support teacher	1	2	3	4
(b) peripatetic visiting support teacher for speech and language problems	1	2	3	4
(c) auxiliaries	1	2	3	4
(d) speech therapist	1	2	3	4
(e) parents to assist class teachers	1	2	3	4
(f) smaller class size	1	2	3	4
(g) provision of special material	1	2	3	4
(h) other (please, specify) -----	1	2	3	4

C. Please circle the appropriate code number:

I find very important the existence of cooperation between regular teachers and learning support teachers through

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
(a) consultation	1	2	3	4	5
(b) cooperative teaching	1	2	3	4	5
(c) in-service training	1	2	3	4	5

COMMENTS

Part F

A. Please tick the appropriate box for each one of the following statements.

1. I have undertaken at least one course in special education during my initial teacher training.

Yes ☐ No ☐

2. I have undertaken an in-service course or post-graduate courses in special education

(a) leading to a diploma

Yes ☐ No ☐

(b) any other course

Yes ☐ No ☐

Please specify: -----

B. Please circle one of the following code numbers showing the extent to which you agree with the following statement.

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Theoretical and practical in-service training can be a very significant factor in the successful implementation of integration.	1	2	3	4	5

COMMENTS

--

Part G

Please circle one of the following code numbers showing the extent to which you agree with the following statement

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
I consider my self successful in meeting the special needs of the students in my classroom	1	2	3	4	5

COMMENTS

--

Part H

Please circle one code number for each one of the following statements.

1. I feel that the following features of school organisation are essential to facilitate the integration or the maintenance of children with special educational needs:

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
a) smaller classes	1	2	3	4	5
(b) positive attitudes of head-teachers and teachers	1	2	3	4	5
(c) provision of learning support teachers	1	2	3	4	5

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
(d) time for consultation with learning support teachers and educational psychologists	1	2	3	4	5
(e) cooperative teaching	1	2	3	4	5
(f) peripatetic visiting support teachers	1	2	3	4	5
(g) availability of auxiliaries	1	2	3	4	5
(h) time for preparation for children with special educational needs	1	2	3	4	5
(i) necessary equipment	1	2	3	4	5
(j) preparation of the other children for accepting their peers with SEN.	1	2	3	4	5

2. I think that other significant factors for the successful integration of children with SEN are:

3. Indicate the amount of change to ordinary classroom routine which you think is justified to accommodate children with SEN.

none	slight changes	some changes	considerable changes	major changes
1	2	3	4	5

COMMENTS

Thank you for your help.

Αγαπητέ δάσκαλε / αγαπητή δασκάλα,

Στις μέρες μας η ενσωμάτωση στα κανονικά σχολεία των παιδιών με ειδικές εκπαιδευτικές ανάγκες έχει γίνει γενικά αποδεκτή σε πολλές ανεπτυγμένες χώρες, και αρκετές από αυτές έχουν παρουσιάσει σχετική νομοθεσία. Για την επιτυχή πραγματοποίηση μιας τέτοιας ενσωμάτωσης οι στάσεις, διαθέσεις και γνώμες των δασκάλων θεωρούνται ιδιαίτερα σημαντικές.

Απαντώντας σε αυτό το ερωτηματολόγιο θα συνεισφέρετε πολύ σημαντικά στη μελέτη των στάσεων των Ελλήνων δασκάλων απέναντι στην εκπαιδευτική τακτική της ενσωμάτωσης των παιδιών με ειδικές εκπαιδευτικές ανάγκες στα κανονικά σχολεία. Για αυτό, θα σας παρακαλούσα πολύ να συμπληρώσετε αυτό το ερωτηματολόγιο, όποτε μπορέσετε, και να μου το επιστρέψετε την επόμενη εβδομάδα, όταν θα επισκεφθώ πάλι το σχολείο σας. Σας παρακαλώ, ακόμη, να μην διστάσετε να γράψετε τα σχόλιά σας στον κενό χώρο που διατίθεται στο τέλος κάθε μέρους του ερωτηματολογίου. Δεν χρειάζεται να γράψετε το όνομά σας, και τα στοιχεία των απαντήσεών σας θα είναι απόρρητα και θα χρησιμοποιηθούν μόνον για τον σκοπό της πραγματοποίησης αυτής της έρευνας.

Τέλος, η συμμετοχή σας θεωρείται ανεκτίμητη για την υλοποίηση αυτού του ερευνητικού σκοπού.

Ευχαριστώντας σας εκ των προτέρων

Μαρία Θεοδωροπούλου
Υπότροφος του Ι.Κ.Υ.
Μεταπτυχιακή φοιτήτρια
(για την απόκτηση του τίτλου
του διδακτορικού) στο
Τμήμα Παιδαγωγικής του
Πανεπιστημίου του Εδιμβούργου

ΕΡΕΥΝΗΤΙΚΗ ΜΕΛΕΤΗ ΤΩΝ ΑΠΟΨΕΩΝ ΤΩΝ ΔΑΣΚΑΛΩΝ ΓΙΑ ΤΗΝ ΕΝΣΩΜΑΤΩΣΗ ΤΩΝ ΠΑΙΔΙΩΝ ΜΕ ΕΙΔΙΚΕΣ ΕΚΠΑΙΔΕΥΤΙΚΕΣ ΑΝΑΓΚΕΣ ΣΤΑ ΚΑΝΟΝΙΚΑ ΣΧΟΛΕΙΑ.

ΜΕΡΟΣ Α'

Παρακαλώ, σε κάθε μία από τις παρακάτω ερωτήσεις απαντήστε βάζοντας ένα ✓ στο καταλληλο τετράγωνο ή συμπληρώνοντας τον κατάλληλο αριθμό.

1. Είμαι δάσκαλος ☐ δασκάλα ☐
2. Εργάζομαι ως δάσκαλος-α ☐ χρόνια.
3. Η ηλικία μου είναι 20-25 ☐ 26-30 ☐ 31-35 ☐
36-40 ☐ 41-45 ☐ 46-50 ☐
πάνω από 50 ☐
4. Διδάσκω στην ☐ τάξη του δημοτικού σχολείου. (Συμπληρώστε το τετράγωνο με τον κατάλληλο αριθμό, όπου 1 = πρώτη, 2 = δεύτερα, 3 = τρίτη, 4 = τετάρτη, 5 = πέμπτη, 6 = έκτη).
5. Ο αριθμός των μαθητών στην τάξη μου είναι
μικρότερος από 20 ☐ 20-25 ☐ 26-30 ☐
31-35 ☐ μεγαλύτερος από 35 ☐
6. Στην τάξη μου υπάρχει τουλάχιστον ένα παιδί με ειδικές εκπαιδευτικές ανάγκες.
Ναι ☐ Όχι ☐
(Στα πλαίσια αυτής της ερευνητικής μελέτης παιδιά με **ειδικές εκπαιδευτικές ανάγκες** είναι εκείνα που στην προσπάθειά τους να ανταποκριθούν στις απαιτήσεις του σχολείου παρουσιάζουν σοβαρές δυσκολίες, τέτοιες που απαιτούν πρόσθετη βοήθεια και υποστήριξη. Ειδικότερα, παιδιά με ειδικές εκπαιδευτικές ανάγκες μπορεί να είναι παιδιά με μαθησιακές δυσκολίες που οφείλονται
(α) σε νοητική καθυστέρηση ή εγκεφαλική βλάβη,
(β) σε σωματικές αναπηρίες,
(γ) σε προβλήματα όρασης ή ακοής,
(δ) σε προβλήματα συμπεριφοράς, και
(ε) σε προβλήματα στο λόγο και στη γλώσσα).
7. Αν απαντήσατε **Ναι** στην παραπάνω ερώτηση, παρακαλώ διευκρινίστε τον αριθμό των παιδιών στην τάξη σας που παρουσιάζουν ειδικές εκπαιδευτικές ανάγκες. ☐

Αριθμός παιδιών με ειδικές εκπαιδευτικές ανάγκες

Παρακαλώ, προσδιορίστε το είδος αυτών των εκπαιδευτικών αναγκών μέσα στο παρακάτω παραλληλόγραμμο.

ΣΧΟΛΙΑ

ΜΕΡΟΣ Β'

Παρακαλώ, βάλτε σε έναν κύκλο τον κατάλληλο κωδικό αριθμο σε κάθε μια από τις ακόλουθες προτάσεις.

	Συμφωνώ Απόλυτα	Συμφωνώ	Αβέβαιος-η	Διαφωνώ	Διαφωνώ Απόλυτα
1. Πιστεύω ότι τα παιδιά με ειδικές εκπαιδευτικές ανάγκες πρέπει να φοιτούν στα κανονικά σχολεία.	1	2	3	4	5
2. Θεωρώ ότι μια τέτοια τακτική θα έχει					
(1) κοινωνικά πλεονεκτήματα για					
α) το παιδί με ειδικές ανάγκες	1	2	3	4	5
β) τα άλλα παιδιά της τάξης	1	2	3	4	5
(2) εκπαιδευτικά πλεονεκτήματα για το παιδί με ειδικές ανάγκες	1	2	3	4	5
(3) εκπαιδευτικά μειονεκτήματα για τα άλλα παιδιά της τάξης	1	2	3	4	5
3. Θεωρώ ότι τα μειονεκτήματα είναι περισσότερα από τα πλεονεκτήματα.	1	2	3	4	5
4. Πιστεύω ότι μια τέτοια τακτική παρουσιάζει πλεονεκτήματα, όταν παρέχεται στον δάσκαλο κατάλληλη βοήθεια.	1	2	3	4	5

	Συμφωνώ Απόλυτα	Συμφωνώ	Αβέβαιος-η	Διαφωνώ	Διαφωνώ Απόλυτα
5. Πιστεύω ότι υπάγεται στα διδακτικά μου καθήκοντα το να ασχολούμαι με μαθητές των οποίων οι μαθησιακές δυσκολίες οφείλονται κυρίως σε					
(α) αναπτυξιακή (νοητική) καθυστέρηση	1	2	3	4	5
(β) σωματική αναπηρία	1	2	3	4	5
(γ) προβλήματα ακοής ή όρασης	1	2	3	4	5
(δ) προβλήματα συμπεριφοράς	1	2	3	4	5
(ε) προβλήματα στο λόγο και στη γλώσσα	1	2	3	4	5

ΣΧΟΛΙΑ

ΜΕΡΟΣ Γ'

Παρακαλώ, βάλτε έναν κύκλο σε έναν κωδικό αριθμό σε κάθε μια από τις παρακάτω προτάσεις για να δείξετε τον βαθμό σπουδαιότητας που αποδίδετε σε καθέναν από τους παρακάτω διδακτικούς στόχους.

Διδακτικός στόχος	Ασήμαντος	Μικρής Σημασίας	Αρκετά Σημαντικός	Σημαντικός	Πολύ Σημαντικός
1. Βοήθεια των μαθητών για να κατανοήσουν τον κόσμο στον οποίο ζουν.	1	2	3	4	5
2. Επίτευξη ενός υψηλού επιπέδου ακαδημαϊκής επίδοσης.	1	2	3	4	5
3. Απόκτηση των βασικών δεξιοτήτων στην ανάγνωση και στην αριθμητική.	1	2	3	4	5
4. Απόκτηση καλών τρόπων.	1	2	3	4	5

Διδακτικός στόχος	Ασήμαντος	Μικρής Σημασίας	Αρκετά Σημαντικός	Σημαντικός	Πολύ Σημαντικός
5. Βοήθεια των μαθητών για επίτευξη της μεταξύ τους συνεργασίας.	1	2	3	4	5
6. Ανάπτυξη των δημιουργικών ικανοτήτων των μαθητών.	1	2	3	4	5
7. Ενθάρρυνση της αυτοέκφρασης κάθε μαθητή.	1	2	3	4	5
8. Επίτευξη του συναισθήματος ικανοποίησης και ευχαρίστησης των μαθητών μέσα στον σχολικό χώρο.	1	2	3	4	5

ΜΕΡΟΣ Δ'

Παρακαλώ βάλτε σε κύκλο τον κατάλληλο αριθμό σε κάθε μια από τις παρακάτω προτάσεις.

	Συμφωνώ Απόλυτα	Συμφωνώ	Αβέβαιος-η	Διαφωνώ	Διαφωνώ Απόλυτα
1. Θεωρώ ότι η γνώση μου ως προς τα παρακάτω χαρακτηριστικά των παιδιών με ειδικές εκπαιδευτικές ανάγκες είναι επαρκής:					
(α) ψυχολογικά χαρακτηριστικά	1	2	3	4	5
(β) κοινωνικά χαρακτηριστικά	1	2	3	4	5
(γ) σωματικά χαρακτηριστικά.	1	2	3	4	5
2. Είναι πολύ σημαντικό για έναν δάσκαλο να έχει εξειδικευμένη γνώση πάνω στις ειδικές ανάγκες όταν ασχολείται με παιδιά με ειδικές εκπαιδευτικές ανάγκες.	1	2	3	4	5
3. Θα ήθελα να ευρύνω τη γνώση μου όσον αφορά τα παρακάτω χαρακτηριστικά των παιδιών με ειδικές εκπαιδευτικές ανάγκες:					
(α) ψυχολογικά χαρακτηριστικά	1	2	3	4	5
(β) κοινωνικά χαρακτηριστικά	1	2	3	4	5
(γ) σωματικά χαρακτηριστικά.	1	2	3	4	5

	Συμφωνώ Απόλυτα	Συμφωνώ	Αβέβαιος-η	Διαφωνώ	Διαφωνώ Απόλυτα
4. Πιστεύω ότι ένας δάσκαλος προκειμένου να διδάξει ένα παιδί με ειδικές εκπαιδευτικές ανάγκες θα πρέπει:					
(α) να είναι ένας γενικά ικανός δάσκαλος	1	2	3	4	5
(β) να ακολουθεί μια δομημένη δασκαλο-κατευθυντική προσέγγιση των διδακτικών στόχων του αναλυτικού προγράμματος	1	2	3	4	5
(γ) να ακολουθεί μια μη-δομημένη παιδο-κατευθυντική προσέγγιση των διδακτικών στόχων του αναλυτικού προγράμματος	1	2	3	4	5
(δ) να έχει γνώση των τεχνικών που ακολουθούνται ειδικά για την αντιμετώπιση προβλημάτων μάθησης και συμπεριφοράς	1	2	3	4	5
(ε) να κατέχει τις βασικές γνώσεις των ψυχολογικών, κοινωνικών και σωματικών χαρακτηριστικών των παιδιών με ειδικές εκπαιδευτικές ανάγκες	1	2	3	4	5
(στ) να προσεγγίζει με συμπάθεια τα παιδιά με ειδικές εκπαιδευτικές ανάγκες	1	2	3	4	5
(ζ) να διακρίνεται από υπομονή	1	2	3	4	5
(η) να έχει αίσθηση του χιούμορ	1	2	3	4	5
(θ) να έχει οργανωτικές ικανότητες	1	2	3	4	5
5. Πιστεύω ότι οι κατάλληλες διδακτικές ικανότητες για την αντιμετώπιση των παιδιών με ειδικές εκπαιδευτικές ανάγκες μπορούν να αποκτηθούν					
(α) με θεωρητική εκπαίδευση	1	2	3	4	5
(β) με πρακτική εκπαίδευση	1	2	3	4	5
(γ) με συνδυασμό θεωρητικής και πρακτικής εκπαίδευσης	1	2	3	4	5
(δ) ύστερα από διδακτική πείρα	1	2	3	4	5

ΣΧΟΛΙΑ

ΜΕΡΟΣ Ε'

Αντλώντας την εμπειρία σας από το σχολείο σας, παρακαλώ βάλτε ένα ✓ στο κατάλληλο τετράγωνο σε κάθε μια από τις παρακάτω προτάσεις.

1. Το σχολείο μου έχει έναν δάσκαλο ειδικής αγωγής που βοηθά τα παιδιά με μαθησιακές δυσκολίες.

Ναι ☐ ' Οχι ☐

2. Ο δάσκαλος ειδικής αγωγής δουλεύει με αυτά τα παιδιά

(α) μέσα στην ειδική τάξη

Ναι ☐ ' Οχι ☐

(β) μέσα στην κανονική τάξη

Ναι ☐ ' Οχι ☐

3. Θεωρώ ότι η βοήθεια που προσφέρεται από τον δάσκαλο ειδικής αγωγής είναι επαρκής για την αντιμετώπιση των ειδικών αναγκών των παιδιών του σχολείου μου.

Ναι ☐ ' Οχι ☐ Αβέβαιος-α ☐

4. Ένας εκπαιδευτικός σύμβουλος επισκέπτεται το σχολείο μου

(α) κάθε βδομάδα ☐

(δ) κάθε τρίμηνο ☐

(β) κάθε μήνα ☐

(ε) κάθε εξάμηνο ☐

(γ) κάθε δύο μήνες ☐

(στ) σχεδόν ποτέ ☐

4. Ο εκπαιδευτικός σύμβουλος που επισκέπτεται το σχολείο μου

(α) υποδεικνύει στους δασκάλους τρόπους με τους οποίους θα αντιμετωπίσουν τις ειδικές ανάγκες των μαθητών τους

Ναι ☐ ' Οχι ☐

- (β) ασχολείται ο ίδιος με τα
παιδιά που παρουσιάζουν
ειδικές εκπαιδευτικές ανάγκες

Ναι

☐

' Οχι

☐

- (γ) Παρακαλώ αναφέρετε άλλους τρόπους με τους οποίους ο εκπαιδευτικός
σύμβουλος προσπαθεί να βοηθήσει παιδιά με ειδικές εκπαιδευτικές ανάγκες.

5. Θεωρώ ότι η βοήθεια που προσφέρεται
από τον εκπαιδευτικό σύμβουλο είναι
επαρκής για την αντιμετώπιση των
εκπαιδευτικών αναγκών των παιδιών
του σχολείου μου.

Ναι

☐

' Οχι

☐

Αβέβαιος-η

☐

6. Το σχολείο μου διαθέτει κάποιες άλλες
διευθετήσεις για την αντιμετώπιση των
ειδικών αναγκών των παιδιών που
φοιτούν σε αυτό.

Ναι

☐

' Οχι

☐

Αν απαντήσατε **Ναι** στην παραπάνω ερώτηση, παρακαλώ, προσδιορίστε το είδος
αυτών των διευθετήσεων:

7. Στο σχολείο μου υπάρχει τουλάχιστον
ένα παιδί με ειδικές εκπαιδευτικές
ανάγκες για το οποίο η απαιτούμενη
βοήθεια δεν είναι διαθέσιμη.

Ναι

☐

' Οχι

☐

8. Λαμβάνοντας υπόψη μου την
διαθέσιμη βοήθεια στο σχολείο μου
για την αντιμετώπιση των ειδικών
αναγκών των παιδιών, θα
τοποθετούσα ένα παιδί με τα
ακόλουθα χαρακτηριστικά
σε μια κανονική τάξη:

(α) αναπτυξιακά (διανοητικά)
προβλήματα

Ναι ☐ ' Οχι ☐ Αβέβαιος-η ☐

(β) σωματική αναπηρία

Ναι ☐ ' Οχι ☐ Αβέβαιος-η ☐

(γ) προβλήματα ακοής
ή όρασης

Ναι ☐ ' Οχι ☐ Αβέβαιος-η ☐

(δ) προβλήματα συμπεριφοράς

Ναι ☐ ' Οχι ☐ Αβέβαιος-η ☐

(ε) προβλήματα στο λόγο
και στη γλώσσα

Ναι ☐ ' Οχι ☐ Αβέβαιος-η ☐

ΣΧΟΛΙΑ

ΜΕΡΟΣ ΣΤ'

Παρακαλώ, βάλτε ένα √ στο κατάλληλο τετράγωνο σε κάθε μια από τις παρακάτω προτάσεις.

1. Κατά τη διάρκεια των βασικών
μου σπουδών παρακολούθησα
τουλάχιστον μια σειρά μαθημάτων
ειδικής αγωγής.

Ναι ☐ ' Οχι ☐

2. Έχω παρακολουθήσει μια ενότητα
μαθημάτων ειδικής αγωγής στα
πλαίσια μετεκπαίδευσής μου στη
χώρα μου.

Ναι ☐ ' Οχι ☐

3. Έχω παρακολουθήσει κάποιο άλλο
σεμινάριο ειδικής αγωγής.

Ναι ☐ ' Οχι ☐

Αν Ναι, παρακαλώ, προσδιορίστε:

ΣΧΟΛΙΑ

ΜΕΡΟΣ Ζ'

Παρακαλώ, βάλτε έναν κύκλο σε έναν κωδικό αριθμό, για να δείξετε τον βαθμό στον οποίο συμφωνείτε με την επόμενη πρόταση.

	Συμφωνώ Απόλυτα	Συμφωνώ	Αβέβαιος-η	Διαφωνώ	Διαφωνώ Απόλυτα
Θεωρώ τον εαυτό μου επιτυχή στην αντιμετώπιση των ειδικών αναγκών των παιδιών της τάξης μου.	1	2	3	4	5

ΣΧΟΛΙΑ

ΜΕΡΟΣ Η'

Παρακαλώ βάλτε σε κύκλο έναν κωδικό αριθμό σε κάθε μια από τις ακόλουθες προτάσεις.

Θεωρώ ότι οι ακόλουθοι παράγοντες είναι σημαντικοί στο να διευκολυνθεί η ενσωμάτωση των παιδιών με ειδικές εκπαιδευτικές ανάγκες στα κανονικά σχολεία.

	Συμφωνώ Απόλυτα	Συμφωνώ	Αβέβαιος-η	Διαφωνώ	Διαφωνώ Απόλυτα
(α) μικρότερος αριθμός παιδιών σε κάθε τάξη.	1	2	3	4	5
(β) θετική στάση των δασκάλων και των διευθυντών απέναντι στο θέμα της ενσωμάτωσης	1	2	3	4	5

	Συμφωνώ Απόλυτα	Συμφωνώ	Αβέβαιος-η	Διαφωνώ	Διαφωνώ Απόλυτα
(γ) διαθεσιμότητα ενός τουλάχιστον δασκάλου ειδικής αγωγής σε κάθε σχολείο	1	2	3	4	5
(δ) χρόνος για συνεργασία των δασκάλων με τους δασκάλους ειδικής αγωγής και τους εκπαιδευτικούς συμβούλους	1	2	3	4	5
(ε) συνεργατική διδασκαλία (ο δάσκαλος της τάξης διδάσκει σε συνεργασία με έναν δάσκαλο ειδικής αγωγής)	1	2	3	4	5
(στ) δάσκαλοι εξειδικευμένοι στην αντιμετώπιση συγκεκριμένων ειδικών αναγκών που θα επισκέπτονται το σχολείο τακτικά	1	2	3	4	5
(ζ) διαθεσιμότητα ενός ατόμου χωρίς διδακτικά προσόντα (π.χ. γονιού) που θα βοηθά τον δάσκαλο της τάξης	1	2	3	4	5
(η) σεμινάρια ειδικής αγωγής προσφερόμενα στους δασκάλους κατά τη διάρκεια της διδακτικής τους υπηρεσίας	1	2	3	4	5
(θ) απαραίτητη υλικοτεχνική υποδομή	1	2	3	4	5
(ι) προετοιμασία των άλλων παιδιών για να αποδεχθούν τους συμμαθητές τους με ειδικές εκπαιδευτικές ανάγκες.	1	2	3	4	5
2. Αν σκέφτεστε κάποιους άλλους παράγοντες που μπορεί να συμβάλουν στην επιτυχή ενσωμάτωση των παιδιών με ειδικές εκπαιδευτικές ανάγκες στα κανονικά σχολεία, παρακαλώ, αναφέρετέ τους.					

3. Βάζοντας μέσα σε κύκλο τον κατάλληλο κωδικό αριθμό δείξτε τον βαθμό της αλλαγής που πρέπει να επέλθει στην κατάσταση που επικρατεί στις μέρες μας στις αίθουσες των κανονικών σχολείων, προκειμένου να επιτευχθεί η ενσωμάτωση των παιδιών με ειδικές εκπαιδευτικές ανάγκες στα σχολεία αυτά.

Καμιά Αλλαγή	Επουσιώδεις Αλλαγές	Μερικές Αλλαγές	Σημαντικές Αλλαγές	Πολύ Σημαντικές Αλλαγές
1	2	3	4	5

ΣΧΟΛΙΑ

ΓΕΝΙΚΑ ΣΧΟΛΙΑ

Σας ευχαριστώ πολύ
για την βοήθειά σας.

HEAD TEACHER'S QUESTIONNAIRE

What is the socio-economic background of the children in your school?

Middle class

☐

Mixed intake but mainly middle class

☐

Mixed intake; about 50% middle class, 50% working class

☐

Mixed intake but mainly working class

☐

Working class

☐

Highly interested

Which of the following attitudes of school is closest to that of the majority of parents of children in your school?

Interested

☐

Indifferent

☐

Good

☐

Which of the following best describes your school and facilities as an environment for primary education?

Adequate

☐

Limited

☐

How many children do you have on the roll?

51-100

☐

101-200

☐

201-300

☐

301-400

☐

401-600

☐

601 upwards

☐

How many teachers are there on your staff not including yourself? Please fill in the appropriate numbers

Full-time

☐

Part-time

☐

Do you have full-, or nearly full-time responsibility for a class?

Yes

☐

No

☐

How many children are there in most of your classes?

Under 20

☐

21-29

☐

30-39

☐

How are the children grouped in the school?

In year groups

☐

In 2 year vertical groups

☐

In both year and vertical groups

☐

If there are two or more parallel classes, how are the children assigned to them?

By age

☐

By ability

☐

Other

☐

Do you use any form of team teaching, i.e., large groups of children in the joint charge of two or more teachers?

All the time for all the children ☐

All the time for some children ☐

Part of the time for all or some of the children ☐

No team teaching, as defined above at all ☐

QUESTIONS OF THE SEMI-STRUCTURED INTERVIEWS OF THE MAIN STUDY

1. QUESTIONS FOR THE CLASSROOM TEACHER

- Nowadays, there is a debate about integration of children with SENs in the ordinary schools. What is your opinion about it?
- Do you find any educational or social advantages in such a policy?
- Do you think that dealing with children with SENs is part of your job as a classroom teacher?
- Do you like teaching children with SENs?
- What is your opinion about grouping children by ability? (advantages/disadvantages)
- How many years of teaching experience do you have?
- Have you ever had the opportunity to attend any course in Special Education?
- In your opinion, what kind of skills should a teacher have in order to deal successfully with children with SENs?
- Do you have support services in your school? If 'Yes, what do you think are the advantages and disadvantages?
- Do you think that the current educational system helps the successful integration of children with SENs in the ordinary schools?
- Do you have any suggestions for change?
- What special strategies - if any- do you follow for helping him/her?
- How do you find the interaction of the child with SENs with the other children?
- Do you meet with the parents of the child with SENs? If so, how often and how do you get on?
- What do you think is the educational and vocational future for the child with SENs?
- Do you think that intelligence is a fixed characteristic?
- How do you see and explain learning and behaviour difficulties?
- How do you think that the child with SENs can be motivated?

2. QUESTIONS FOR THE CHILD WITH SPECIAL EDUCATIONAL NEEDS

- Do you like school? Why? (or Why not?)
- What do you like doing best at school? Why?
- What do you like doing least at school? Why?
- What do you do when you get stuck? Do your friends or your teacher help you?
- What friends do you have in class?
- What do you like to do with your friends?
- Do you usually like to do things with other children in the classroom or do you prefer to work alone?
- Is there any child who does not behave to you properly?
- What is your hobby? Can you do something like this in school?
- Do you usually have homework at home? If yes, what kind of homework?
- Does somebody help you at home for doing your homework?
- Do you think that people can do some things and cannot do other things, or not?
- What do you want to be your job, when you grow up?

3. QUESTIONS FOR THE PARENTS OF THE CHILD WITH SPECIAL EDUCATIONAL NEEDS

- When did you first realise that your child had special educational needs?
- Do you discuss your child's needs with anyone? Who? How often?
- How well do you think (child's name) enjoys school?
- Do you meet the teacher? How often?
- How well do you think your child is getting on with the other children?
- How well do you think your child is getting on in school?
- How well do you think the educational system can help the children with special educational needs?
- Are there any changes you would suggest?
- Do you think that intelligence is a fixed characteristic or something that can be changed?
- Does your child ask for your help when he/she does her homework?
- What are your hopes and predictions about the educational and vocational future of your child?

SOCIOMETRIC TEST

Name:

1. Who do you like best to play with in the playground?

(1).....

(2) Who else?

(3) And who else?

2. Who do you like best to have sitting near you in the classroom?

(1).....

(2) Who else?

(3) And who else?

3. At music, gymnastics or games time, who do you like best to do things with
or to sit near you?

(1).....

(2) Who else?

(3) And who else?

GROUPS OF ITEMS FOR ANALYSIS

1. General attitude towards integration (GENAT)

- (a) I believe that children with SENs should be integrated into ordinary schools (ISEN).
- (b) I think that such a policy will have social advantages for children with SENs (SASEN).
- (c) I think that such a policy will have social advantages for other children in class (SAOTHER).
- (e) I consider that the advantages are more than the disadvantages (ADVMORE).
- (f) I believe that there are advantages in such a policy if the appropriate support services are available (ADVSUP).

2. Attitude towards different disabilities (ATDIFDIS)

- (a) Teaching children with developmental disabilities is part of my job (TDD).
- (b) Teaching children with physical disabilities is part of my job (TPD).
- (c) Teaching children with sensory disabilities is part of my job (TSD).
- (d) Teaching children with behaviour and emotional problems is part of my job (TBD).
- (e) Teaching children with problems in speech and language is part of my job (TPL).
- (f) I would place in a regular classroom a child with developmental disabilities.(PLACDD).
- (g) I would place in a regular classroom a child with physical disabilities (PLACPD).
- (h) I would place in a regular classroom a child with sensory disabilities PLACSD).
- (i) I would place in a regular classroom a child with behaviour and emotional problems (PLACBEP).
- (j) I would place in a regular classroom a child with problems in speech and language (PLACPSL).

3. Attitude towards knowledge related to SENs (KNOW)

- (a) A classroom teacher should be aware of the teaching techniques that are especially designed for children with learning /behaviour problems (KNOWST).
- (b) A classroom teacher should have sound basic knowledge of the psychological, social and physical characteristics of children with SENs (CHARSEN).

4. Attitude towards support services (SUPSER)

- (a) Essential feature of school organisation for facilitating integration: availability of learning support teachers /special teachers (EFLST/EFSPT).
- (b) Essential feature of school organisation for facilitating integration: time for consultation with the learning support /special teacher and the educational psychologist (CONLST /CONSPT).
- (c) Essential feature of school organisation for facilitating integration: availability of a peripatetic visiting support teacher (EFPVT).
- (d) Essential feature of school organisation for facilitating integration: availability of auxiliaries (EFAUX).
- (e) Essential feature of school organisation for facilitating integration: Co-operative teaching (EFCOOPT).

5. Attitude towards academic knowledge (ACKNOW)

- (a) Importance of promotion of a high level of academic attainment (HIGHAC).
- (b) Importance of acquisition of basic skills in reading and number work (BSKILLS).
- (c) Importance of helping children to understand the world in which they live (UNWOR).

6. Attitude towards the the development of other aspects of children (DEVOTHA)

- (a) Importance of acquisition of manners (MANNERS).
- (b) Importance of helping pupils to co-operate with each other (COOPER).
- (c) Importance of development of pupils' creative abilities (DECRAb).
- (d) Importance of encouragement of self expression (SELFEX).
- (e) Importance of enjoyment of school (ENJOY).

7. Teacher's behaviour which can facilitate integration (TEACHBEH)

- (a) Sympathetic approach to children with SENs (SYMPATHY).
- (b) Patience (PATIENCE).
- (c) Sense of humour (HUMOUR).
- (d) Organisational skills (ORGSKIL).
- (e) Preparation of the other children for accepting their peers with SENs (EFPEER).
- (f) General competence (GENCOMP).

8. School factors which can facilitate integration (SCHFACT)

- (a) Smaller class size (EFCSIZ).
- (b) Necessary equipment (EFNECEQ).
- (c) Positive attitudes of headteachers and teachers (EFPOSAT).

CODING MANUAL

VARIABLE NAME	VARIABLE LABEL	COLUMNS	FORMAT	VALUES	COMMENTS
Nationality	NAT	1-2	11	1-2	1 Scotland 2 Greece
Code Number	CODE	2-4	13	001-200	Each teacher identified by code number
School	SCH	5-6	12	01-31	Each school identified by code number
Sex	SEX	7	11	1-2	1 Male 2 Female
Years of teaching experience	YTEACH	8	11	1-9	1 1-6 months 2 1-5 years 3 6-10 years 4 11-15 years 5 16-20 years 6 21-25 years 7 26-30 years 8 31-35 years 9 No Answer
Age	AGE	9	11	1-9	1 20-25 years 2 26-30 years 3 31-35 years 4 36-40 years 5 41-45 years 6 46-50 years 7 over 50 years 9 No Answer
Grade Level	GRADE	10-11	12	01-99	01 Primary 1 02 Primary 2 03 Primary 3 04 Primary 4 05 Primary 5 06 Primary 6 07 Primary 7 08 Primary 1/2 09 Primary 2/3 10 Primary 3/4/5 11 Primary 4/5 12 Primary 5/6 13 Primary 6/7 99 No Answer
Class Size	CLSIZE	12	11	1-9	1 Under 20 children 2 20-25 children 3 26-30 children 4 31-35 children 5 over 35 children 9 No answer

VARIABLE NAME	VARIABLE LABEL	COLUMNS	FORMAT	VALUES	COMMENTS
Children with Special Educational Needs	CHSEN	13	11	0-9	0 None 1 1-2 2 3-5 3 6-10 4 More than 10 9 No Answer
SPACE		14	11x		
Integration of children with SENs	ISEN	15	11	1-9	1 Strongly Agree 2 Agree 3 Uncertain 4 Disagree 5 Strongly Disagree 9 No Answer
Social advantages for children with SENs	SASEN	16		1-9	(As above)
Social advantages for other children	SAOTHER	17	11	1-9	(As above)
Educational advantages for children with SENs	EASEN	18	11	1-9	(As above)
Advantages more than disadvantages	ADVMORE	19	11	1-9	(As above)
Advantages when support	ADVSUP	20	11	1-9	(As above)
It is part of my job to teach children with developmental disabilities	TDD	21	11	1-9	(As above)
It is part of my job to teach children with physical disabilities	TPD	22	11	1-9	(As above)
It is part of my job to teach children with sensory disabilities	TSD	23	11	1-9	(As above)
It is part of my job to teach children with behaviour and emotional problems	TBD	24	11	1-9	(As above)
It is part of my job to teach children with problems in speech and language	TPL	25	11	1-9	(As above)
SPACE		26	11x		
Teaching aim: understand the world	UNWOR	27	11	1-9	1 Not Important 2 Fairly Important 3 Important 4 Very Important 5 Essential 9 No Answer

VARIABLE NAME	VARIABLE LABEL	COLUMNS	FORMAT	VALUES	COMMENTS
high level of academic attainment	HIGHAC	28	11	1-9	(As above)
acquisition of basic skills in reading and number work	BSKILLS	29	11	1-9	(As above)
acquisition of manners	MANNERS	30	11	1-9	(As above)
co-operation	COOPER	31	11	1-9	(As above)
development of creative abilities	DECRAB	32	11	1-9	(As above)
encouragement of self-expression	SELFEX	33	11	1-9	(As above)
enjoyment of school development of full potential	ENJOY	34	11	1-9	(As above)
development of full potential	FULPOT	35	11	1-9	(As above)
SPACE		36	11x		
Awareness of the time of introduction of the term SENs	AWSEN	37	11	1-9	1 Yes 2 No 3 Uncertain 9 No Answer
Awareness of the content of Warnock Report	WAREP	38	11	1-9	(As above)
Awareness of "referral"	REFER	39	11	1-9	(As above)
Awareness of "recording"	RECORD	40	11	1-9	(As above)
sufficiency of knowledge of characteristics of children with SENs	SUFKNOW	41	11	1-9	1 Strongly Agree 2 Agree 3 Uncertain 4 Disagree 5 Strongly Disagree 9 No Answer
sufficiency of knowledge of psychological characteristics of children with SENs	PSKNOW	42	11	1-9	(As above)
sufficiency of knowledge of social characteristics of children with SENs	SOCKNOW	43	11	1-9	(As above)
sufficiency of knowledge of physical characteristics of children with SENs	PHYSKNOW	44	11	1-9	(As above)
significance of specialized knowledge on SENs when dealing with children with SENs	SIGSPKN	45	11	1-9	(As above)

VARIABLE NAME	VARIABLE LABEL	COLUMNS	FORMAT	VALUES	COMMENTS
I would like to learn more about characteristics of children with SENs	LEARM	46	11	1-9	(As above)
I would like to learn more about psychological characteristics of children with SENs	PSLEARM	47	11	1-9	(As above)
I would like to learn more about social characteristics of children with SENs	SOCLEARM	48	11	1-9	(As above)
I would like to learn more about physical characteristics of children with SENs	PHYLEARM	49	11	1-9	(As above)
SPACE		50	11x		
significance of teacher's general competence	GENCOMP	51	11	1-9	1 Strongly Agree 2 Agree 3 Uncertain 4 Disagree 5 Strongly Disagree 9 No Answer
significance following a teacher-directed approach	TEACHDIR	52	11	1-9	(As above)
significance following a child centred approach	CHILDIR	53	11	1-9	(As above)
significance of knowledge of special techniques	KNOWST	54	11	1-9	(As above)
sound basic knowledge of characteristics of children with SENs	CHARSEN	55	11	1-9	(As above)
Sympathetic approach to children with SENs	SYMPATHY	56	11	1-9	(As above)
Patience	PATIENCE	57	11	1-9	(As above)
Sense of humour	HUMOUR	58	11	1-9	(As above)
Organisational skills	ORGSKIL	59	11	1-9	(As above)
acquisition of skills with theoretical training	THEORTR	60	11	1-9	(As above)
acquisition of skills with practical training	PRACTR	61	11	1-9	(As above)
acquisition of skills with theoretical and practical training	THPRTR	62	11	1-9	(As above)
acquisition of skills by teaching experience	SKILEXP	63	11	1-9	(As above)

VARIABLE NAME	VARIABLE LABEL	COLUMNS	FORMAT	VALUES	COMMENTS
SPACE		64	11x		
Existence of learning support teacher (LST) in the school	EXLST	65	11	1-9	1 Yes 2 No 3 Uncertain 9 No Answer
Existence of special teacher in the school	EXSPT	66	11	1-9	(As above)
The learning support teacher works in the ordinary classroom	LSTORDCL	67	11	1-9	(As above)
The special teacher works in the ordinary classroom	SPTORDCL	68	11	1-9	(As above)
The learning support teacher works in the learning support classroom	LSTLSCL	69	11	1-9	(As above)
The special teacher works in the learning support classroom	SPTSPCL	70	11	1-9	(As above)
The learning support teacher works in co-operation with the classroom teacher	LSTCOOP	71	11	1-9	(As above)
A peripatetic support teacher visits often the school	PVT	72	11	1-9	(As above)
A principal support teacher visits often the school	PRINCST	73	11	1-9	(As above)
Existence of auxiliaries	AUXIL	74	11	1-9	(As above)
At least one of my pupils has been assisted by the learning support teacher	PUPALST	75	11	1-9	(As above)
I have found the assistance of the LST helpful	HELPALST	76	11	1-9	(As above)
I have found the assistance of the special teacher helpful	SPTHELPA	77	11	1-9	(As above)
An educational counsellor (EDC-school adviser) visits my school	EDC	78	11	1-9	1 Every week 2 Every month 3 Every two months 4 Every three months 5 Every six months 6 Almost never 9 No answer

VARIABLE NAME	VARIABLE LABEL	COLUMNS	FORMAT	VALUES	COMMENTS
The EDC recommends to the classroom teachers ways for treating the SENs of pupils	RECEDC	79	11	1-9	1 Yes 2 No 3 Uncertain 9 No Answer
The EDC himself treats children with SENs	EDCSELF	80	11	1-9	(As above)
I have found the assistance of the EDC helpful	EDCHELPA	81	11	1-9	(As above)
Existence of other within school arrangements for children with SENs	OTHERWSA	82	11	1-9	(As above)
Existence of at least one child in the school without assistance	NOASEN	83	11	1-9	(As above)
Bearing in mind the existent support I would place in a regular classroom (a) a child with developmental disabilities	PLACDD	84	11	1-9	(As above)
(b) a child with physical disabilities	PLACPD	85	11	1-9	(As above)
(c) a child with sensory disabilities	PLACSD	86	11	1-9	(As above)
(d) a child with behaviour and emotional problems	PLACBEP	87	11	1-9	(As above)
(e) a child with problems in speech and language	PLACPSL	88	11	1-9	(As above)
SPACE		89	11x		
A. For children with developmental disabilities (a) learning support teacher	LSTDD	90	11	1-9	1 Should be introduced 2 Is currently satisfactory 3 Is not needed 4 Is not currently satisfactory 9 No answer
(b) peripatetic visiting support teacher	PVTDD	91	11	1-9	(As above)
(c) auxiliaries	AUXDD	92	11	1-9	(As above)
(d) educational psychologist	EDPSDD	93	11	1-9	(As above)

VARIABLE NAME	VARIABLE LABEL	COLUMNS	FORMAT	VALUES	COMMENTS
(e) parents to assist class teacher	PARDD	94	11	1-9	(As above)
(f) smaller class size	SCSIZDD	95	11	1-9	(As above)
(g) provision of special material	SPMATDD	96	11	1-9	(As above)
B. For children with physical disabilities (a) learning support teacher	LSTPD	97	11	1-9	(As above)
(b) peripatetic visiting support teacher	PVTPD	98	11	1-9	(As above)
(c) auxiliaries	AUXPD	99	11	1-9	(As above)
(d) educational psychologist	EDPSPD	100	11	1-9	(As above)
(e) physiotherapist	PHYSPD	101	11	1-9	(As above)
(f) parents to assist class teacher	PARPD	102	11	1-9	(As above)
(g) smaller class size	SCSIZPD	103	11	1-9	(As above)
(h) provision of special material	SPMATPD	104	11	1-9	(As above)
C. For children with sensory disabilities (a) learning support teacher	LSTSD	105	11	1-9	(As above)
(b) visiting teacher for hearing impaired	VTHI	106	11	1-9	(As above)
(c) visiting teacher for visually impaired	VTVI	107	11	1-9	(As above)
(d) educational psychologist	EDPSSD	108	11	1-9	(As above)
(e) parents to assist class teacher	PARSD	109	11	1-9	(As above)
(f) smaller class size	SCSIZSD	110	11	1-9	(As above)
(g) provision of special material	SPMATSD	111	11	1-9	(As above)
D For children with behaviour problems (a) learning support teacher	LSTBP	112	11	1-9	(As above)
(b) peripatetic visiting support teacher	PVTBP	113	11	1-9	(As above)
(c) auxiliaries	AUXBP	114	11	1-9	(As above)
(d) social worker	SWBP	115	11	1-9	(As above)

VARIABLE NAME	VARIABLE LABEL	COLUMNS	FORMAT	VALUES	COMMENTS
(e) educational psychologist	EDPSBP	116	11	1-9	(As above)
(f) parents to assist class teacher	PARBP	117	11	1-9	(As above)
(g) smaller class size	SCSIZBP	118	11	1-9	(As above)
(h) provision of special material	SPMATBP	119	11	1-9	(As above)
E For children with problems in speech and language (a) learning support teacher	LSTPL	120	11	1-9	(As above)
(b) peripatetic viiting support teacher	PVTPL	121	11	1-9	(As above)
(c) auxiliaries	AUXPL	122	11	1-9	(As above)
(d) speech therapist	SPTHPL	123	11	1-9	(As above)
(e) parents to assist class teacher	PARPL	124	11	1-9	(As above)
(f) smaller class size	SCSIZPL	125	11	1-9	(As above)
(g) provision of special material	SPMATPL	126	11	1-9	(As above)
SPACE		127	11x		
Co-operation between class teachers and learning support teachers (a) through consultation	CONSCOOP	128	11	1-9	1 Strongly Agree 2 Agree 3 Uncertain 4 Disagree 5 Strongly Disagree 9 No Answer
(b) through co-operative teaching	COOPTEAC	129	11	1-9	(As above)
(c) through in-service training	INSCOOP	130	11	1-9	(As above)
SPACE		131	11x		
Attendance of at least one course in Special Education during initial training	SECIT	132	11	1-9	1 Yes 2 No 3 Uncertain 9 No Answer
Attendance of at least one course in Special Education leading to a diploma	SECINTD	133	11	1-9	(As above)

VARIABLE NAME	VARIABLE LABEL	COLUMNS	FORMAT	VALUES	COMMENTS
Attendance of any other course in special education	SECOTHER	134	11	1-9	(As above)
Theoretical and practical training can contribute significantly to successful integration	INTSUC	135	11	1-9	1 Strongly Agree 2 Agree 3 Uncertain 4 Disagree 5 Strongly Disagree 9 No Answer
SPACE		136	11x		
I consider myself successful in meeting the SENs of my pupils	SUCSEN	137	11	1-9	1 Strongly Agree 2 Agree 3 Uncertain 4 Disagree 5 Strongly Disagree 9 No Answer
SPACE		138	11x		
Essential features of school organisation: (a) smaller classes	EFSCSIZ	139	11	1-9	1 Strongly Agree 2 Agree 3 Uncertain 4 Disagree 5 Strongly Disagree 9 No Answer
(b) positive attitudes of headteachers and teachers	EFPOSAT	140	11	1-9	(As above)
(c) provision of learning support teachers	EFLST	141	11	1-9	(As above)
(d) consultation with the learning support teacher and the educational psychologist	CONLST	142	11	1-9	(As above)
(e) provision of special teachers	EFSPPT	143	11	1-9	(As above)
(f) consultation with the special teacher and the school adviser	CONSPT	144	11	1-9	(As above)
(g) co-operative teaching	EFCOOPT	145	11	1-9	(As above)
(h) provision of a peripatetic visiting support teacher	EFPVT	146	11	1-9	(As above)
(i) availability of auxiliaries	EFAUX	147	11	1-9	(As above)
(j) time for preparation for teaching children with SENs	EFPREP	148	11	1-9	(As above)

VARIABLE NAME	VARIABLE LABEL	COLUMNS	FORMAT	VALUES	COMMENTS
(k) necessary equipment	EFNECEQ	149	11	1-9	(As above)
(l) preparation of the other children for accepting their peers with SENs	EFPEER	150	11	1-9	(As above)
(m) in-service training in special education	EFINSET	151	11	1-9	(As above)
SPACE		152	11x		
Amount of change to ordinary classroom routine for accommodating children with SENs	CHANGE	153	11	1-9	1 None 2 Slight changes 3 Some changes 4 Considerable changes 5 Major changes 9 No Answer
SPACE		154	11x		
Integration presents educational disadvantages for other children	EDOTHER	155	11	1-9	1 Strongly Agree 2 Agree 3 Uncertain 4 Disagree 5 Strongly Disagree 9 No Answer

TABLES WITH DATA FROM THE QUANTITATIVE ANALYSIS

Nationality	Strongly Disagree		Disagree		Uncertain/ No Answer		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
Scottish	2	2	11	12	30	32	43	46	7	8
Greek	7	7	15	14	27	26	45	43	10	10
Total	9	4	26	13	57	29	88	45	17	9

Chi-Square=3.52

df=4

p= non significant

TABLE 1: Response to the statement: ' I believe that children with SENs should be integrated into ordinary schools'.

Nationality	Strongly Disagree		Disagree		Uncertain/ No Answer		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
Scottish	0	0	1	1	11	12	64	69	17	18
Greek	2	2	7	7	28	27	46	44	21	20
Total	2	1	8	4	39	20	110	56	38	19

Chi-Square=16.71

df=4

p=0.002

TABLE 2 : Response to the statement: ' I believe that such a policy will have social advantages for the child with SENs'.

Nationality	Strongly Disagree		Disagree		Uncertain/ No Answer		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
Scottish	1	1	11	12	43	46	34	37	4	4
Greek	1	1	12	11	50	48	33	32	8	8
Total	2	1	23	12	93	47	67	34	12	6

Chi-Square=1.30

df=4

p= non significant

TABLE 3 : Response to the statement: ' I believe that such a policy will have educational advantages for the child with SENs'.

Nationality	Strongly Disagree		Disagree		Uncertain/ No Answer		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
Scottish	0	0	5	5	6	7	53	57	29	31
Greek	0	0	5	5	24	23	36	35	39	37
Total	0	0	10	5	30	15	89	45	68	35

Chi-Square=14.95

df=3

p=0.001

TABLE 4 : Response to the statement: ' I believe that there are advantages in such a policy, if the appropriate support services are available'.

Nationality	No		Uncertain /No Answer		Yes	
	N	%	N	%	N	%
Scottish	16	17	23	25	54	58
Greek	49	47	46	44	9	9
Total	65	33	69	35	63	32

Chi-Square=56.12

df=2

p=0.000

TABLE 5: Responses to the statement: Bearing in mind the existent support I would place in a regular classroom a child with developmental disabilities'.

Nationality	Strongly Disagree		Disagree		Uncertain/ No Answer		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
Scottish	5	5	15	16	23	25	42	45	8	9
Greek	2	2	13	13	28	27	45	43	16	15
Total	7	4	28	14	51	26	87	44	24	12

Chi-Square=4.08

df=4

p= non significant

TABLE 6 : Responses to the statement: 'Teaching children with behaviour and emotional problems is part of my job'

Nationality	Strongly Disagree		Disagree		Uncertain/ No Answer		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
Scottish	1	1	25	27	22	24	37	40	8	8
Greek	3	3	22	21	30	29	31	30	18	17
Total	4	2	47	24	52	26	68	35	26	13

Chi-Square=6.20

df=4

p= non significant

TABLE 7 : Responses to the statement: 'Teaching children with physical disabilities is part of my job'.

Nationality	Strongly Disagree		Disagree		Uncertain/ No Answer		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
Scottish	4	4	27	29	32	34	24	26	6	7
Greek	6	6	29	28	42	40	20	19	7	7
Total	10	5	56	28	74	38	44	22	13	7

Chi-Square=1.65

df=4

p= non significant

TABLE 8 : Responses to the statement: 'Teaching children with sensory disabilities is part of my job'

Nationality	No		Uncertain /No Answer		Yes	
	N	%	N	%	N	%
Scottish	36	39	35	37	22	24
Greek	31	30	43	41	30	29
Total	67	34	78	40	52	26

Chi-Square=1.81

df=2

p= non significant

TABLE 9 : Responses to the statement: Bearing in mind the existent support I would place in a regular classroom a child with sensory disabilities'.

Nationality	Strongly Disagree		Disagree		Uncertain/ No Answer		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
Scottish	4	4	10	11	18	19	50	54	11	12
Greek	3	3	19	18	29	28	39	37	14	14
Total	7	3	29	15	47	24	89	45	25	13

Chi-Square=6.63

df=4

p= non significant

TABLE 10 : Responses to the statement: 'Teaching children with problems in speech and language is part of my job'

Nationality	No		Uncertain /No Answer		Yes	
	N	%	N	%	N	%
Scottish	18	20	31	33	44	47
Greek	18	17	48	46	38	37
Total	36	18	79	40	82	42

Chi-Square=3.49

df=2

p= non significant

TABLE 11 : Responses to the statement: 'Bearing in mind the existent support I would place in a regular classroom a child with problems in speech and language'.

Nationality	Not Important		Fairly Important		Important		Very Important		Essential	
	N	%	N	%	N	%	N	%	N	%
Scottish	0	0	0	0	14	15	23	25	56	60
Greek	0	0	1	1	0	0	27	26	76	73
Total	0	0	1	1	14	7	50	25	132	67

Chi-Square=17.79

df=3

p=0.0004

TABLE 12 : Responses to the statement: 'Importance of the teaching aim of helping pupils to develop an understanding of the world in which they live'.

Nationality	Not Important		Fairly Important		Important		Very Important		Essential	
	N	%	N	%	N	%	N	%	N	%
Scottish	0	0	0	0	4	4	22	24	67	72
Greek	0	0	1	1	7	7	23	22	73	70
Total	0	0	1	1	11	5	45	23	140	71

Chi-Square=1.48

df=3

p= non significant

TABLE 13 : Responses to the statement: 'Importance of the teaching aim of acquisition of basic skills in reading and number work'.

Nationality	Not Important		Fairly Important		Important		Very Important		Essential	
	N	%	N	%	N	%	N	%	N	%
Scottish	0	0	0	0	4	4	33	36	56	60
Greek	0	0	1	1	6	6	29	28	68	65
Total	0	0	1	1	10	5	62	31	124	63

Chi-Square=2.21

df=3

p= non significant

TABLE 14 : Responses to the statement: 'Importance of helping pupils to co-operate with each other'.

Nationality	Strongly Disagree		Disagree		Uncertain/ No Answer		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
Scottish	0	0	1	1	3	3	42	45	47	51
Greek	0	0	1	1	4	4	32	31	67	64
Total	0	0	2	2	7	3	74	37	114	58

Chi-Square=4.40

df=3

p= non significant

TABLE 15 : Responses to the statement: 'I feel that it is essential for a classroom teacher to be aware of the techniques which are specially designed for children with learning /behaviour problems.

Nationality	Strongly Disagree		Disagree		Uncertain/ No Answer		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
Scottish	0	0	1	1	7	8	44	47	41	44
Greek	0	0	0	0	2	2	28	27	74	71
Total	0	0	1	1	9	5	72	36	115	58

Chi-Square=16.23

df=3

p=0.001

TABLE 16 : Responses to the statement: 'I feel that it is essential for a classroom teacher to have a sound basic knowledge of the psychological, social and physical characteristics of children with SENs'

Nationality	Strongly Disagree		Disagree		Uncertain/ No Answer		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
Scottish	0	0	0	0	2	2	31	33	60	65
Greek	0	0	0	0	2	2	24	23	78	75
Total	0	0	0	0	4	2	55	28	138	70

Chi-Square=2.63

df=2

p= non significant

TABLE 17 : Responses to the statement: 'I feel that it is essential for a classroom teacher to follow a sympathetic approach with children with SENS'.

Nationality	Strongly Disagree		Disagree		Uncertain/ No Answer		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
Scottish	0	0	0	0	0	0	20	22	73	78
Greek	0	0	0	0	2	2	22	21	80	77
Total	0	0	0	0	2	1	42	21	153	78

Chi-Square=1.80

df=2

p= non significant

TABLE 18 : Responses to the statement: 'I feel that it is essential for a classroom teacher to have patience'.

Nationality	Strongly Disagree		Disagree		Uncertain/ No Answer		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
Scottish	0	0	2	2	7	8	42	45	42	45
Greek	2	2	10	10	20	19	42	40	30	29
Total	2	1	12	6	27	14	84	43	72	36

Chi-Square=15.02

df=4

p=0.004

TABLE 19: Responses to the statement: 'I think that the appropriate teaching skills for dealing with children with SENS can be acquired by experience'.

Nationality	No		Uncertain /No Answer		Yes		Total	
	N	%	N	%	N	%	N	%
Scottish	0	0	1	1	92	99	93	100
Greek	50	48	1	1	53	51	104	100

Chi-Square=60.06

df=1

p=0.000

TABLE 20: Response to the statement: 'In my school a learning support teacher/special teacher exists for the assistance of children with special educational needs'.

Nationality	No		Yes	
	N	%	N	%
Scottish	62	67	31	33
Greek	69	66	35	34
Total	131	66	66	34

Chi-Square=0.002

df=1

p= non significant

TABLE 21: Responses to the statement: 'I have undertaken at least one course in special education during my initial training'.

Nationality	Teachers' Age					
	20-30 years		31-40 years		41-<50 years	
	N	%	N	%	N	%
Scottish	9	29	13	42	9	29
Greek	26	46	9	26	10	28

TABLE 22: Age of teachers who had undertaken at least one course in special education during their initial training

Nationality	Teachers' Age					
	20-30 years		31-40 years		41-<50 years	
	N	%	N	%	N	%
Scottish	0	0	1	50	1	50
Greek	4	31	2	15	7	44

TABLE 23: Age of teachers who had undertaken at least one in-service course or postgraduate courses leading to a diploma in special education

Nationality	Teachers' Age					
	20-30 years		31-40 years		41-<50 years	
	N	%	N	%	N	%
Scottish	1	11	3	33	5	56
Greek	10	45	3	14	9	41

TABLE 24: Age of teachers who had undertaken any other course in special education.

SUPPORT SERVICE	Satisfactory		Unsatisfactory		Is not needed	
	N	%	N	%	N	%
A. For children with developmental disabilities						
(a) learning support teacher	42	48	45	52	0	0
(b) peripatetic visiting support teacher	10	14	54	72	10	14
(c) auxiliaries	23	26	55	64	9	10
(d) educational psychologist	29	36	49	60	3	4
(e) parents to assist class teacher	22	27	33	40	27	33
(f) smaller class size	15	17	71	81	2	2
(g) provision of special material	4	5	79	94	1	1

TABLE 25: Evaluation of the Scottish support services for children with developmental disabilities

SUPPORT SERVICE	Satisfactory		Unsatisfactory		Is not needed	
	N	%	N	%	N	%
B. For children with physical disabilities						
(a) learning support teacher	23	30	42	56	11	14
(b) peripatetic visiting support teacher	3	4	72	95	1	1
(c) auxiliaries	6	8	71	91	1	1
(d) educational psychologist	25	35	32	45	14	20
(e) physiotherapist	3	4	70	95	1	1
(f) parents to assist class teacher	10	13	49	64	18	23
(g) smaller class size	4	5	72	92	2	3
(h) provision of special material	2	3	74	96	1	1

TABLE 26: Evaluation of the Scottish support services for children with physical disabilities

SUPPORT SERVICE	Satisfactory		Unsatisfactory		Is not needed	
	N	%	N	%	N	%
C. For children with sensory disabilities						
(a) learning support teacher	24	32	45	61	5	7
(b) visiting teacher for hearing impaired	11	15	60	83	1	2
(c) visiting teacher for visually impaired	4	5	70	93	1	2
(d) educational psychologist	21	30	37	53	12	17
(e) parents to assist class teacher	14	20	42	56	18	24
(f) smaller class size	7	9	68	88	2	3
(g) provision of special material	4	5	73	95	0	0

TABLE 27: Evaluation of the Scottish support services for children with sensory disabilities

SUPPORT SERVICE	Satisfactory		Unsatisfactory		Is not needed	
	N	%	N	%	N	%
D For children with behaviour problems						
(a) learning support teacher	23	28	56	68	3	4
(b) peripatetic visiting support teacher	2	2	79	97	1	1
(c) auxiliaries	12	15	67	80	4	5
(d) social worker	11	14	69	85	1	1
(e) educational psychologist	19	23	62	97	0	0
(f) parents to assist class teacher	14	18	40	51	25	31
(g) smaller class size	7	8	77	90	2	2
(h) provision of special material	7	8	75	88	3	4

TABLE 28: Evaluation of the Scottish support services for children with behaviour problems

SUPPORT SERVICE	Satisfactory		Unsatisfactory		Is not needed	
	N	%	N	%	N	%
E For children with problems in speech and language						
(a) learning support teacher	28	35	49	62	2	3
(b) peripatetic visiting support teacher	10	12	72	87	1	1
(c) auxiliaries	12	16	51	66	14	18
(d) speech therapist	19	22	66	78	0	0
(e) parents to assist class teacher	12	16	39	50	26	34
(f) smaller class size	8	10	70	85	4	5
(g) provision of special material	1	1	83	99	0	0

TABLE 29: Evaluation of the Scottish support services for children with problems in speech and language

Statements	No		Uncertain /No Answer		Yes	
	N	%	N	%	N	%
I am aware of the time of introduction of the term Special Educational Needs	17	18	43	46	33	36
I am aware of the content of Warnock Report	13	14	29	31	51	55
I am aware of the term 'referral'	0	0	6	6	87	94
I am aware of the term 'recording'	8	9	14	15	71	76
Total	38	11	92	25	232	64

TABLE 30: Scottish teachers' knowledge concerning issues referred to Special Educational Needs

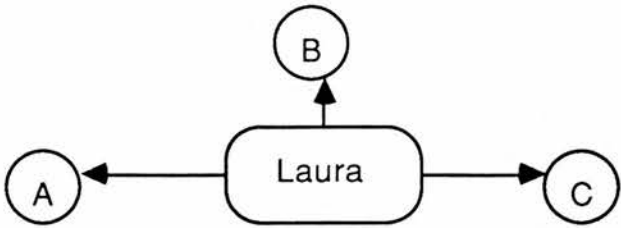
Descriptive categories	SCOTTISH CASE STUDIES				
	LAURA	EMMA	JACK	SAMANTHA	MICHELLE
Children's names					
Area where the school belonged	socially mixed (middle class and working class)	socially mixed (middle class and working class)	socially mixed (mainly middle class)	deprived area (working class)	socially mixed (middle class and working class)
teaching staff	13 full-time, 2 part-time	5 full-time, 1 part-time	18 full-time, subject specialists	16 full time, 1 part-time	6 full-time, 1 part-time
grade level	P3/ (P4)	(P4)/P5	P6	P6	P6/ (P7)
class size	23 pupils	23 pupils	32 pupils	27 pupils	25 pupils
classroom environment	pleasant, full of educational material	'open plan' classroom, adequate educational material	very big classroom, full of educational material	'open plan' classroom, inadequate educational material	good environment, inadequate educational material
child's age	8 years old	9 years old	10 1/2 years old	10 years old	10 1/2 years old
kind of SENs of the child - (reasons for referral)	<ul style="list-style-type: none"> • not able to read, • difficulty in the recognition of letters and sounds 	<ul style="list-style-type: none"> • poor reading 	<ul style="list-style-type: none"> • poor reading, • restless and over-active in the class 	<ul style="list-style-type: none"> • behaviour problems (stealing) 	<ul style="list-style-type: none"> • physical disabilities, • difficulties in tasks involving visuo-spatial perception and visuo-motor functioning
family history	young parents, three sisters and one brother	well educated and very caring parents	well educated parents, mother disappointed with Jack's failure	mother illiterate, living with another man since Samantha was 8 years old	very supportive parents, and very keen on not sending Michelle to a special school
child's behaviour in the school	she did not belong to any ability group, she worked alone, she liked painting	she did not seem to have any special problem	he could not concentrate; he was over-active and attention seeking	at times chatty and noisy and at times sad and withdrawn	she enjoyed individual attention and was very kind with all her teachers
relationships of the child with SENs with peers	she did not have any special friend	she was very sociable and she had her group of friends	he tried to be noticed; other times he had quarrels and other times he made jokes with his peers	she did not seem to have any very close friend but she behaved well to her peers	it did not seem to have any special friend; she liked to play with younger children
teachers' names	Miss Jane	Mrs Kate	Miss Kerry	Mr Brian	Mrs Fiona
age of the teacher	36-40 years old	36-40 years old	20-25 years old	26-30 years old	36-40 years old
teaching experience	16 years	15 years	6 months	4 years	17 years
training on Special Needs	no courses	no courses	at least one course during pre-service training	at least one course during pre-service training	at least one course during pre-service training
teaching methods	integrated day	integrated day	integrated day and whole-class activities	integrated day	integrated day and individualised teaching
teacher's behaviour in the classroom	she was nice with all the children; she liked her job and she prepared interesting pieces of work for the children	she was very well organised and skilful teacher	she was nice and kind with all the children; she lacked experience in classroom management	he was usually very formal, 'cool' and authoritarian	she was nice and helpful to all the children; she was a very experienced and skilful teacher
relationships of the teacher with the child with SENs	she simplified the work for Laura; she did not usually pay so much attention to her	she did not do anything special for Emma; she had good relationships with her as with all the students	she worked sometimes individually with Jack; however, she good not do it very often because of the big number of the children in her classroom	he did not do anything special for Samantha or for other children with SENs; he seemed rather indifferent	she was very nice with Michelle and she always praised her for her efforts
relationships between the teacher and the parents of the child with SENs	there was not so much co-operation; the parents seemed dissatisfied with the teacher	the teacher thought that the parents exaggerated the learning difficulties of Emma	good relationships; the parents liked the teacher but they did not meet very often	lack of communication	very good co-operation and communication
teacher's opinion about integration	doubts were expressed (rather negative attitude)	uncertain about the whole idea of integration	positive	very positive	fully positive

Descriptive categories	GREEK CASE STUDIES				
Children's names	ANNA	KOSTAS	KATERINA	HELENI	SPIROS
Area where the school belonged	socially mixed (more middle class)	deprived (more working class)	deprived (more working class)	socially mixed (working and middle class)	socially mixed (more middle class)
teaching staff	12 full-time teachers and a special teacher	12 full-time teachers	12 full-time teachers	12 full-time teachers	12 full-time teachers and a special teacher
grade level	P2	P2	P6	P3	P2
class size	25 pupils	28 pupils	30 pupils	29 pupils	24 pupils
classroom environment	nice for the Greek standards	rather 'cold' classroom	small classroom	nice for the Greek standards	very small classroom
child's age	7 years old	7 years old	11 years old	9 years old (repeated P1)	7 years old
kind of SENs of the child - (reasons for referral)	significant difficulties in reading and writing	• difficulties in reading and writing; • problems in speech and language	• developmental and physical disabilities; • 'slow learner'	• learning difficulties; • motor problems	physical disabilities only; he was going on crutches
family history	parents too busy and unable to help Anna in her homework; her older brother did so	not too much information available; Kostas' mother did not want him to repeat P1	parents interested in helping their daughter to overcome her problems	not so good relationships between the parents; she had a younger brother who was at the same classroom with her	not much information available
child's behaviour in the school	Anna tried to do what the other children did	Kostas never participated in the lesson; he usually sat in a day-dream	she was never willing to participate in the lesson unless she was asked by her teacher	usually she was abstracted; she copied the written work of other pupils	he participated in the lesson raising his hand
relationships of the child with SENs with peers	it did not seem to have any special friend	good relationships with other children; they accepted him	it did not seem to have any friend; during break time she stayed alone	although it did not seem to have any special friend, she was accepted by her peers	he had good relationships with his peers; he had a group of friends
teachers' names	Mrs Dimitra	Mr Petros	Mr Nikos	Mrs Maria	Mrs Christina
age of the teacher	41-45 years	26-30 years	36-40 years	over 50 years	over 50 years
teaching experience	22 years	7 years	18 years	32 years	33 years
training on Special Needs	at least one course during pre-service training	at least one course during pre-service training	one 5-days in-service seminar	no course	no course
teaching methods	All the teachers followed a whole-class teaching method				
teacher's behaviour in the classroom	she was nice with all the children; she praised and encouraged them	his behaviour was 'unpredictable' many times he was very authoritarian and other times he made jokes	he was rather formal and 'cool' teacher and he seemed indifferent about meeting the SENs of the children	she was nice with all the children and she encouraged them	she was nice but 'formal' with all the children
relationships of the teacher with the child with SENs	she put extra homework to Anna; she praised her very much for her efforts	he liked Kostas; he used to exclude Paul from the class work which was assigned to all the children	he was rather indifferent about Katerina	she praised Heleni very much for her efforts	she did not need to do anything special about Spiros
relationships between the teacher and the parents of the child with SENs	there was lack of communication - the parents did not go to school in order to discuss about their child	there was not so much communication	the teacher was not so interested in communicating with Katerina's parents	not frequent communication	they met regularly
teacher's opinion about integration	she strongly agreed with the idea of integration provided that the appropriate support would be available	he strongly agreed with the idea of integration	uncertain about the whole idea of integration	rather negative	she agreed with the idea of integration provided that the appropriate support would be available

RESULTS OF THE SOCIOMETRIC TESTS*

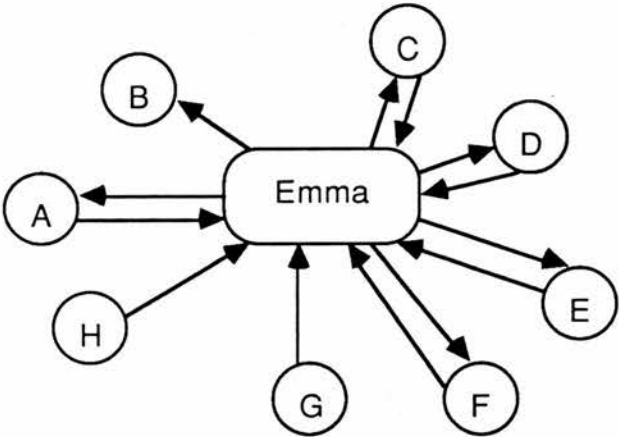
Laura

- Chose 3 children
(A:123, B:321, C:213)
- Chosen by nobody
- Reciprocal choices: 0
- Sociometric score: 0
(Min 0, Max 22)



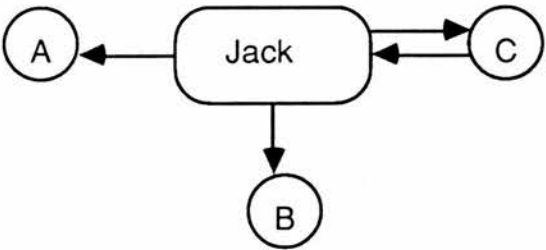
Emma

- Chose 6 children
(A:300, B:020, C:013, D: 001, E:230, F:102)
- Chosen by 7 children
(A:200, C: 202, D:200, E:111, F:200)
- Reciprocal choices: 5
- Sociometric score: 10
(Min 0, Max 24)



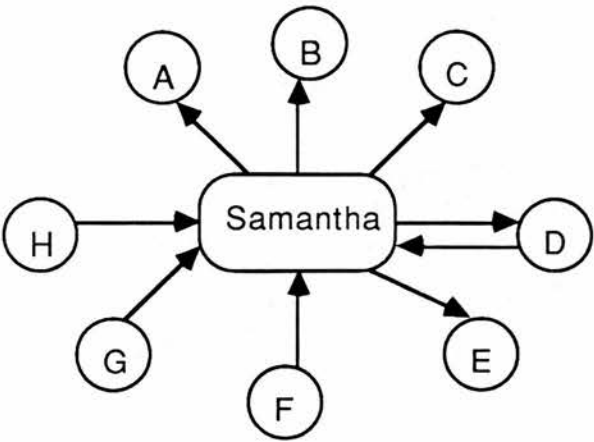
Jack

- Chose 3 children
(A:222, B:333, C:111)
- Chosen by one child (C:333)
- Reciprocal choices: 1
- Sociometric score: 3
(Min 1, Max 18)



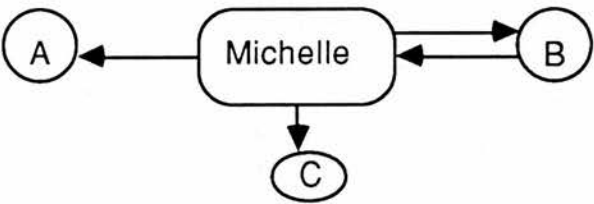
Samantha

- Chose 5 children
(A:110, B:001, C:323,
D:200, E:032)
- Chosen by 4 children
(D:030, F:030, G:302, H:002)
- Reciprocal choices: 1
- Sociometric score: 5
(Min 1, Max 17)



Michelle

- Chose 3 children
(A:232, B:111, C:023)
- Chosen by one child (B:300)
- Reciprocal choices: 1
- Sociometric score: 1
(Min 1-Max 9)



* The data of the sociometric tests were analysed according to the guide-lines which were given by Northway and Weld (1957).